

# Sierra Educational News

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the California Teachers Association

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ROY W. CLOUD  
STATE EXECUTIVE SECRETARY  
155 SANSOME STREET, SAN FRANCISCO



# SIERRA EDUCATIONAL NEWS

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# See What the Classroom Teacher is Doing for 800 Omaha Teachers

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In presenting the study plan for the year to his teachers, Dr. Beveridge says in his letter: "We are not reviewing these books with the thought that the methods in them shall be mandatory nor that they shall be accepted in their entirety; but if we are fair-minded, these opinions should

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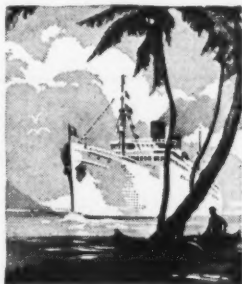
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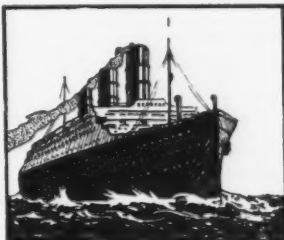
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# Department of Educational Travel

## "You Can't Afford Not To"

BERTHA OLIVER

*Scholarship Advisor and Teacher of Civics  
Los Angeles High School*

SEVERAL years ago a friend who had just returned from a year abroad, was telling me some of her European experiences. I said, "I wish I could afford to go!" She replied, "You can't afford not to. If you continue teaching you owe it to the pupils in your history classes, as well as to yourself."

I shall always be thankful to that friend, for I did go, and I learned how valuable travel is for a teacher, travel not only in Europe but also in the United States.

Only last summer, while on an Alaskan trip, I learned that California means big trees. As our boat steamed along the Puget Sound, we passed headland after headland covered with luxuriant growth of slender trees. I looked in vain for the big pine and fir of my native California.

I have spent many summer vacations in the mountains of California, northern, central, and southern. I have visited four groves of the mighty Sequoia, and yet it was not until I was in Alaska that I really sensed that California is the one place in the world to see big trees. We do get a new view of ourselves and of our surroundings by seeing other places.

It is almost unbelievable that California, the generous, which profits so from travelers, should penalize the teacher who strives to improve herself through travel. But such is the case.

*A Los Angeles teacher taking a leave of absence for study or travel, for a term or major fraction of a term, loses the whole year in computing her salary rating and her pension rating.*

If you add to that the loss of salary and the expenses of a term at a university, or of six

months of travel, you will see why so few teachers take a leave of absence.

I have the honor of being chairman of the committee on professional advancement from the Superintendent's Advisory Council, Los Angeles City. Our committee recommends:

*That leaves of absence for study or travel be given the same credit as teaching, both for salary and pension rating, provided said leavers of absence be not oftener than once in seven years, and provided that the regular amount of money be paid unto the pension fund.*

The committee recognizes that there are difficulties in evaluating the worth of various types of travel and the amount of travel, but maintains these difficulties are possible of a fair solution.

Today when the world realizes the surest way to peace is through international understanding, and when all nations are looking to the schools to bring about international good will, shall not the citizens of California make it possible for the teachers to get a sympathetic understanding of other lands and cultures through personal contact?

How can we teach our pupils international understanding if we teachers have not the personal understanding to give them? Shall the blind lead the blind? Travel promotes good-will.

Our present system penalizes the teacher who tries to progress in a sane and safe way. There is a decided advantage of a leave of absence for study over summer school work or over university extension courses. Extension courses too often detract from the reg-

ular work of the school as well as endanger the teacher's health.

Summer sessions also may be health menace to the conscientious teacher. Teaching is exacting nervous work, and teachers need rest and relaxation. Unhappily summer sessions and extension courses are too often the mecca for credit chasers and too brief for work of a high order.

Teachers need to live normal lives. We need contacts with adults who are our equals and our

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superiors mentally and socially. It is not good for us to be able to dominate all the time. We should be a real part of the body politic and share civic responsibilities. I hope the happy day will come when leaders in organizations will not say, "O we can't ask her to help, she is a teacher, and too busy, you know!"

How can we teachers keep human and take extension courses after teaching all day, term after term. Surely we have a right to life, and better still, to full and abundant life.

We grant that summer sessions are good for teachers in that they make possible an intermingling of theoretical training and practical experience over a number of years. Also they make possible the exchange of ideas by experienced teachers. But we must temper our zeal with moderation and beware of too much summer school work and of too many extension courses.

The summer session is sometimes of value mainly to the professor who gathers material from the socialized recitation to aid him in a thesis for a higher degree or in the publication of a book. Unhappily degrees do not guarantee the possession of those qualities that go to the making of a good teacher. We must ever keep in mind that the problem is to insure that these courses be of a type to increase the efficiency of the teacher. The purpose of all this "in service" training should not be to add degrees after a teacher's name or to accumulate hours for the super-maximum salary, but that the children in our schools be given a real chance to develop the best there is in them.

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## The Song of Hawaii: Aloha Oe

DAVID HEENAN, JR., *Los Angeles*

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**S**ONG of the trade wind through the hau trees . . . song of an old sorrow across the emerald hills . . . remembered music from out the timeless years . . . memories and dreams . . . crinoline and yellowed lace . . . dancing feet in the measure of a minuet . . . ghosts of other days, passing in gay review.

The blue and crimson banner of Hawaii flaunting proudly in the sapphire sky . . . far voices singing softly . . . the chords of "Hawaii Pono" welling across the valleys, echoing in the sun-splashed forests.

**A** FLAG fluttering feebly, drooping from the turrets of Iolani . . . a new banner whipping upward in the breeze . . . stripes and stars unfurled against the blue . . . a new song and a new day . . . a Queen without a realm.

Beat of the rain in Nuuanu . . . beat of the surf at Waikiki . . . beat of drums and tramp of marching feet at Iolani . . . throb of aching hearts at Washington Place.

**A** PLACE of sanctuary . . . an end to strife and turmoil . . . an end to fine dreaming . . . old remembrances made poignant by the hurrying years . . . the scent of flowers drifting across the night . . . the sparkle of moonlit waters seen through dimming eyes . . . the call of far voices . . . a song is done . . . a Queen is dead . . . a haunting wisp of music trips slowly down the steps of Time.

**C**ALIFORNIA teachers and school children are familiar with the lovely Hawaiian melody which was composed by Hawaii's last queen. The following account of the recent commemorative exercises, held



*Iolani Palace, the tropic plain and dream mountains of Honolulu. Queen Liliuokalani was the last member of Hawaii's royal line to reside in the Palace; she was deposed by Americans in 1893.*





at the queen's former home in Honolulu, will be of general interest.

The idea of the memorial to "Aloha Oe," probably the most widely known song in the world, is believed to be unique. The plan was made possible by wide-spread public subscription to the memorial fund. A bronze plaque bearing a likeness of the late queen and reproducing some of the verses of her immortal song is mounted in a huge Hawaiian rock as the centerpiece of the memorial. The plaque was designed by Mrs. Kate Harland Kelly, Honolulu sculptress, and cast in bronze in the New York studios of Gorham & Co.

The memorial is set in a spot in the gardens of Washington Place, which was much beloved by the queen in her declining years. The ceremony of dedication took place on the sixty-fifth anniversary of the queen's marriage to John Owen Dominis, later governor of the Island of Oahu.



**T**EARS streamed down the faces of haoles and Hawaiians alike, in Honolulu, as they heard Rose Tribe, sweet singer of old Hawaii, give voice to the plaintive melody of "Aloha Oe," composition of Queen Liliuokalani, last ruler of the Hawaiian Kingdom. The occasion was the dedication ceremony of a tablet at Washington Place, Queen Liliuokalani's last abode, commemorating the famous song.

*Liliuokalani, Hawaii's beloved Queen and composer of "Aloha Oe," the most plaintive and haunting song ever written.*

A prominent citizen, speaking at the dedication ceremony, said:

"We all love the song. Kamaainas have loved it since the year 1878, when Liliuokalani, then a princess, crooned new words to an old melody as she and her friends returned one day from Maunawili to Washington Place and created a song that seems to have lodged as firmly in the hearts of mankind as 'Home Sweet Home.'

"This is a memorial to a song—not to a queen. It is a memorial which symbolizes that wonderful old Hawaiian hospitality and kindness which have always been an entrancing part of island life. The tablet is merely symbolic.

"So, on this wedding anniversary of Liliuokalani, let us make a new covenant of friendship and goodwill and be proud that in such a little nation as this island nation, such a beautiful song as 'Aloha Oe' was composed—one that seems immortal."

The memorial was accepted on behalf of the territory by Governor Lawrence M. Judd.

AS Mayor John H. Wilson, whose mother, Mrs. C. B. Wilson, had shared the imprisonment of the queen, following the overthrow of the monarchy, rose to speak, the Royal Hawaiian band began to play a song that had been composed by the queen and dedicated to Mayor Wilson.

Mayor Wilson then told some of his reminiscences of the queen, and how it had been her habit to hide the young John Wilson in her skirts when his mother was seeking him.

The climax of the occasion came with the rendition by Mrs. Rose Tribe, who had served as a maid in the queen's household, of "Aloha Oe," sung as the queen had



taught it to her, quite a variation from the usual version of the song.

The unveiling consisted of removing from the face of the memorial the Hawaiian flag which had flown from the flagstaff of Iolani Palace at the time the monarchy ended.

The ceremonies were concluded by the rendition of "Hawaii Pono" and the "Star-Spangled Banner" by the Royal Hawaiian band.

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## Riding the Skies to Greece

ALICE K. TUPMAN, *Head of English Department, Compton Junior College*



O by air," Don had advised. "It's only a five hour hop across the Ionian Sea. If you take a boat from Naples, you will lose at least three days." So it was decided.

The western terminus of the Aero Espresso Italiana is at Brindisi. (We learned later that this town in the "heel of the boot" is regarded by most travelers as the jumping-off place of Italy as well as the "hopping-off!") But in spite of Brindisi's doubtful reputation, we found much of interest.

Ships from many seas tie up at the Brindisi quay. We spent a lazy two hours wandering from boat to boat followed by three or four different kinds of Fascisti. We had grown used to the Black Shirts by this time, but were a little surprised to see some of the Brussular—the picked and perfect ones—in this out-of-the-way place.

Our first mishap in Brindisi was with the clerk of the International Hotel, who helped us change our lire into drachmas. During the summer of 1929 the Greek drachma was worth about one cent and a quarter. There are one hundred lepta in a drachma. Paper currency is issued for amounts ranging from five drachmas to 100,000. We made polite inquiry about a couple of tattered 100-drachma notes which were frayed and seemed to be only three quarters present.

"Yes, yes, Madame, that is so." (Sounds like something new. And we thought we had exhausted the possibilities of European coinage systems!) It seems that the custom in Greece is this. When a bill becomes badly frayed on the edges, the worst quarter is lopped off and the bill henceforth is understood to be worth just that much less. So instead of possessing two 100-drachma notes, we had two 75-drachma ones.

WE were to fly at one. So, shortly after lunch, a small boat took us from the landing place in front of our hotel to the air port. When we stepped ashore, the 1-AZDC was still in its hangar. Ten or twelve helpers stood ready to roll the plane down to the edge of the water and start us off on the great adventure.

Many last-minute details had to be arranged at the air port. Weighing baggage came first. Each passenger is allowed 15 kilos, about 30 pounds. Our baggage had six pounds to spare,

since we had saved room and weight for souvenirs we hoped to bring back from Athens.

Next, our visas were handed over to the proper official and duly stamped. The camera was sealed and labeled (to be delivered later at Piraeus Harbor). Our baggage was collected and stowed inside. We were beginning to feel that the only thing left was to sign our own death warrants and climb in.

Just then an official said politely, "Madame," and motioned toward the little ladder. We had decided to do this thing, you know, some three months before, and it was obviously too late to change our minds now. (They were round trip tickets, too!) Well, anyway, Americans should lead the world in a few things, so we were the first to climb in.

Travelers by air are familiar with the two kinds of envelopes so thoughtfully provided by air lines for the comfort of their passengers. We extracted the cotton from the smaller of



The beautiful Grecian monument commemorating the battle of Marathon, one of the great conflicts of ancient times.



the two envelopes, stuffed it in our ears, and prayed fervently not to have to use the larger bag.

While our thoughts were playing with the idea of air-sickness in its particular relation to ourselves, the assistant pilot dropped through the skylight of the cabin and gave a few directions in French. We were to be seated just so—and he placed us to balance the load. No windows were to be opened while we were taking off.

After the plane took the air, it would be permitted us to walk about, to open windows, and otherwise make ourselves at home—all of which we did later.

**H**IS directions given, the pilot withdrew, closed the door, locked it, and crawled down into his seat just behind the passenger cabin. Four or five men on either side began to push the plane down the carriage. We moved backward ever so gently and in a moment or two were resting on the water.

Then a tug, which had been standing by, threw ropes to our plane and towed us around until our nose was pointing harbor-ward. Our motors began to roar, the tug let off white puffs of steam, and pulled hard and faster. We bounced up and down splashing water against the windows till we could see out only between splashes.

After this had gone on for perhaps three minutes, we gave one tremendous bounce, the ropes flew free, and the tug made its escape in the opposite direction. Everything seemed to smooth out, but the roar of the motors, and soon we glided over the forts at the harbor entrance and were flying at last across the Ionian Sea!

#### The Islands of Greece

We amused ourselves for a while trying to read a fellow commuter's altimeter, wrote notes to each other, and watched the shadow of our plane on the water. Pigmy ships dotted the sea and the white caps had a queer, dispersed sort of appearance. In an hour and a half we said "arrivederci" to the shores of Italy and soon after caught sight of the Albanian coast and the islands of Greece.

As we looked down on the port of Santa Quadranta, we little dreamed that we should be anchored here—in a boat—within the week; that we should see live fowl in great bunches brought on board and deposited on deck for our crew to bargain over, looking toward tomorrow's food supply; that vendors should clamber over the railing of the "Arcadia" to urge cigarettes and comboloi upon us; and that we should see the

most gorgeous moon in all the Levant rise above the Albanian hills.

Just off the coast of Albania, where that country joins Greece, lies Corfu, Ulysses' magic isle. The fame of its harbor goes back to the 7th century before Christ when the islanders staged the first recorded naval battle in history against their mother city, Corinth. The island abounds in palatial white villas, which belonged to the German nobility before the World War. Olive trees and vineyards flourish on every hillside.

**L**EAVING Corfu, we flew above Greece, proper, in a southeasterly direction. The weather was perfect and we were ready to believe that nothing even in our beloved Italy could quite equal this Grecian shore line. Our route followed a fringe of islands from the time we sighted Albania until we reached the Corinth Canal, every island an opalescent jewel set in Mediterranean blue. Vineyards began to appear, terraced from the blue edge of the sea to the very tops of tiny islands.

As one enters the Corinth Canal, Patras lies on the right with its old Venetian Castle looking down from a mountain top. Straining our eyes toward the south, we pretended we could see Olympia, seat of Zeus (they pronounce it Zefs in modern Greek). Across the Gulf of Patras, just over the hilltops, was Missolonghi, so poignant with memories of recent wars. It was here, too, a few years ago that Byron, the English poet, spent his last days. His body rests in England, but his heart is buried in Missolonghi where he died, a martyr to the cause of Greek freedom.

Historic places these on which we looked. The city of Corinth guards the eastern end of the Canal, and a short distance to the south lie the ruins of Ancient Corinth, one of the important commercial centers of the ancient world. The American School of Classical Studies of Athens has been excavating on this site during recent years.

**A** STRONG east wind met us as we left the Canal and we began to lose interest in the scenery. Just more currants growing all over hill sides anyway. Thru the little window back of our seats we stole several glances at our pilot and his assistant, tense and alert at the controls. At any rate they were not trying purposely to throw us out of our seats.

These A. E. I. pilots were gradually revealing to us that there are Italians and Italians. Their "strictly business" manner set them apart entirely from the gondola-singing, care-free ones we had learned to love elsewhere in Italy.

May their days be long, and every flight across the Ionian Sea as happy a journey for them as the "one and only" was for us!

The wind grew more disturbing as we proceeded eastward, and we closed our eyes for the space of probably twenty minutes. When we looked again, there ahead of us rose a tawny hill, and, growing out of the top of it, a brownish pile of columned temples set against a background of heavenly blue.

Our supply of adjectives failed us completely and we just stared. Someone has said that the islands of the Aegean are "like themselves and nothing else". We felt the same about the Parthenon as we saw it first, not violet-crowned as the poets would have it, but mellowed and softened in a golden sunset haze.

**I**N spite of our rapture at actually seeing Athens and Hymettus of honey fame—we had some for breakfast next morning at the Majestic—we watched sharply for signs of descent to the bay from what seemed several hundred kilometers up. (It was probably one!) Much to our surprise, when we did touch the water, we hardly realized it. No splash, no jar, apparently under perfect control.

Our plane glided to the pier, was made fast, and we emerged from the cabin. We shook hands with our pilot, spoke politely to him in English and were blessed in turn with some warm Italian phrases we could only guess at. Customs came next. The camera was reclaimed, the so-called inspection of the luggage took place, and the passports which Uncle Sam so kindly lends to his wandering citizens were recorded and given back to us.

And Athens is surely the most wonderful city in all the Mediterranean. But not even the remembrance of leaning against a Pentelic column of the Parthenon, thrilling as it was, can quite dim the memory of that eventful afternoon when we first beheld the city of Minerva from a plane—shades of Socrates!—above the Aegean Sea!

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# Sierra Educational News

Official Publication of California Teachers Association

JOSEPH MARR GWINN.....President  
ROY W. CLOUD.....State Executive Secretary

Editorial and Business Offices, 508 Sheldon Building, 461 Market Street, San Francisco, California, Telephone GARfield 0175.  
VAUGHAN MACCAUGHEY, Editor

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There were 38,000 copies printed of this issue.

## Professional Placement Service for Members

F. L. Thurston

Earl G. Gridley

THE Placement Bureau of the C. T. A. Southern Section is under the direction of **F. L. Thurston**, manager of the bureau and executive secretary of the Southern Section. Teachers interested in placement in Southern California should register in the **NEW** Los Angeles offices—**307 California Reserve Building, Fourth and Spring Streets**; phone TRinity 1558. C. T. A. placement is a professional service.

The California Teachers Association maintains a placement service for the benefit of all school boards, superintendents, and other employing officers who are seeking qualified teachers, and for all members of the Association. Hundreds of members are placed annually by this service. Members are entitled to register (without charge) for placement. **Earl G. Gridley**, secretary of the C. T. A. Bay Section, is manager of the Berkeley office. The Berkeley office is at 2163 Center Street; phone THornwall 5600.

## Happy New Year

**1930** IS NOW HERE. May all California know its schools are ready and are welcoming a new year!

To those of us actively engaged in school work, this pre-legislative year holds much to command us.

In this new year may we develop a unity of educational thought and confidence in our selected and appointed leaders and organizations, so that we may work to one purpose for childhood and for improved teaching situations when we appeal to our lawmakers again.

May we be leaders and directors of the study of our problems.

May we seek the success of others with whom we work as earnestly as we seek our own success. May our entire state continue to retain that confidence it now has in us as a body of professional workers not measuring our efforts in self-seeking gains.

May we be closely coupled in our professional spirit to the extent that each feels the strength of the other and all represent one unified body promoting social and civic ideals, vocational fitness, academic accomplishment, cultural characteristics, coming from the finest and best heritages of the past, keen analysis of the present and wise vision of the future.

Personally, and for your State Department of Education, I greet you; I support you; our strength is with your purposes.

Sincerely yours,

V. KERSEY,

*Superintendent of Public Instruction.*

*January, 1930.*



## Legislative Committees Meeting

*Minutes of the meeting of the Legislative Committees of the California Teachers Association and the Association of California Public School Superintendents.*

**T**HE meeting of the Legislative Committees of the California Teachers Association and the Association of California Public School Superintendents was called to order by President J. M. Gwinn, Friday morning, December 6, 1929, at 9:30 a. m. in the Hotel Alexandria, Los Angeles, with the following committee members present:

**Legislative Committee C. T. A.:** Joseph M. Gwinn, Chairman, George C. Bush, Lawrence E. Chenoweth, A. J. Cloud, Willard E. Givens, Arthur Gould, R. W. Everett, Frederick F. Martin.

**Superintendents Legislative Committee:** Willard E. Givens, Chairman, H. S. Upjohn, Harry Bessac, J. E. Hancock, Walter L. Bachrodt, C. R. Holbrook, Roy Good, C. L. Geer, A. R. Clifton; ex-officio members, Sam H. Cohn, Roy W. Cloud, State Executive Secretary, California Teachers Association.

The following were also present: **Clarence W. Edwards**, county superintendent, Fresno; **Curtis E. Warren**, Marysville; **Dr. E. H. Staffebach**, research director, California Teachers Association; **Earl G. Gridley**, chairman, retirement committee, Bay Section secretary; **F. L. Thurston**, secretary Southern Section, California Teachers Association; **Herbert L. Healy**, county superintendent, Bakersfield; **Edna Maguire**, principal Park School, Mill Valley; **Caroline Judd**, of the Santa Monica Teachers Association; **W. E. Chessall**, president of the North Coast Section; **Mrs. Minnie M. Gray**, secretary of the Northern Section; **Robert L. Bird**, county superintendent, San Luis Obispo; **E. I. Cook**, Sacramento; **Margaret Thornton**, retirement salary committee of the Los Angeles Teachers Association; and **John R. Hunt**, director of attendance of Los Angeles County, representing the Association of Attendance Officers.

The President called upon Willard E. Givens, chairman of the Superintendents Legislative Committee, to give a report of the findings of that body at its last meeting in October.

A discussion of this report brought the following action of the joint committee:

**1. Tenure.** A thorough study of the Tenure laws and the results of the application of the present tenure law throughout the state shall be made by the committees of the Superintendents and the California Teachers Association through the Research Department of the California Teachers Association; the findings and recommendations to be prepared for adop-

tion or rejection at the next meeting of the State Council of Education.

**2. Financing of Public Education.** There is to be a combined committee of the two associations to study

- (a) *How to get the money for public education*
- (b) *How to apportion the money, and*
- (c) *How to spend the money.*

In this connection a luxury tax, a severance tax, income tax, the inheritance tax and other means of taxation were discussed and recommendation made that the Combined Committee study these and other forms of taxation.

Recommendation was also made that the combined committee study, in relation to forms of taxation, the needs of

- (a) *The elementary schools*
- (b) *Adult education*
- (c) *Provision for the teaching of sub-normal children, both in the cities and in the rural areas*
- (d) *Transportation of children*
- (e) *Junior college*
- (f) *The education of Mexican and other foreign children*
- (g) *Funds for the establishment of twenty-four hour schools*

Problems of equalization were also referred to the Committee for inclusion in the taxation study.

**3.** A combined committee of the two Associations is to study **larger units of administration** with the aid of the Research Department of the California Teachers Association.

**4.** A committee composed of professional and lay members is being formed to take up the study of the **State printing of text-books.**

**5. Retirement.** A full discussion of retirement was made in the light of a report made by Earl G. Gridley, Chairman of the State Retirement Committee of the California Teachers Association. Certain fundamental principles contained in Mr. Gridley's report were adopted as suggested ideas for the several committees that are now studying the problem in the different counties of the state.

Nothing that could be considered as more than a tentative program was acted upon at the meeting, as it was the opinion of every one present that the findings of those interested in the matter should be studied before anything definite had been accepted by the association.

Anyone who desires complete information along the lines of the adoptions should write to **Earl G. Gridley**, Secretary, Bay Section, California Teachers Association, 2163 Center Street, Berkeley.

## C. T. A. Board of Directors

*Minutes of Meeting of December 6, 1929*

THE regular meeting of the Board of Directors of the California Teachers Association was held at the Hotel Alexandria, Los Angeles, Friday evening, December 6, 1929.

The meeting was called to order by President Gwinn, the following members being present:

Robert L. Bird	Mrs. Eugenia West Jones
George C. Bush	David E. Martin
E. I. Cook	Paul E. Stewart
Clarence W. Edwards	Executive Secretary Roy
Roy Good	W. Cloud
J. M. Gwinn	

After the presentation of the financial report, Mr. Good moved and it was seconded by Mr. Stewart that the report be accepted and placed on file. Motion carried.

The advertising report, membership report, and report of the Placement Division were presented and placed on file.

The matter of a study of **state printed text-books** was then presented. The Secretary was instructed to secure the services of a firm of certified public accountants to make the study of costs of printing, binding and distributing of state text-books.

A letter from E. I. Cook concerning the extension of time on **junior high school credentials** was then presented. Mr. Cook explained the reason for his letter and moved that the California Teachers Association request the State Board of Education to give an extension of time to all teachers, where necessity requires, in order that they may complete their requirements for credentials, providing the said request had been made before the new ruling of the State Board was published. This motion was seconded by Mr. Bush and unanimously carried.

After discussion, Mr. Edwards moved that an additional \$1000 be placed in the **Mark Keppel Loan Fund**. The motion was seconded by Mr. Cook and carried.

The Secretary notified the Board that the North Coast Section had sent a donation of \$200 to be placed in the Mark Keppel Loan Fund. Mr. Martin moved, Mr. Good seconded, and the motion was duly carried that the Secretary send the following letter to the officers of the North Coast Section:

**W. A. Chessall**, President, North Coast Section, California Teachers Association, and **Mrs. Annle R. Babcock**, Secretary, North Coast Section, California Teachers Association.

You are hereby notified that the Board of Directors of the California Teachers Association at a meeting held in Los Angeles, Friday evening, December 6, 1929, directed me to thank you and your organization for the contribution of \$200 made to the Mark Keppel Loan Fund.

Your action is greatly appreciated. We trust that amount received may bring help to many teachers who are temporarily in need.

Sincerely yours,

Roy W. Cloud

State Executive Secretary.

### Walter B. Crane Fund

The Secretary explained some of the work of the Southern Section Welfare Committee in providing a home for disabled teachers and in the performance of other work of a like nature. He asked that the Board of Directors set aside the sum of \$2500 in memory of Walter B. Crane, and asked that while this amount should be given outright to the Southern work, it should be the direction of the Directors that this should constitute a permanent fund, only the interest of which should be used for the maintenance of the home for disabled teachers.

A motion was made by Mr. Stewart, which was seconded by Mr. Bush, that the sum of \$2500; as requested by Mr. Cloud, should be set aside for this purpose subject, however, to ratification on the part of the State Council of Education. The motion was carried.

In discussing **committee appointments**, Mr. Martin moved that the privilege be extended to the President and Committee of Committees to add from time to time to the membership of any appointed committee, any member of the California Teachers Association. The motion was seconded by Mr. Bush and carried.

A communication was read from **Mrs. Mary Fitz-Gerald** who was for a great many years secretary of the California Teachers Association. Mrs. Fitz-Gerald, at the time of the re-organization of the California Teachers Association as a representative assembly, was accorded the privileges of life membership. Record of the same, however, was not formally made upon the minutes of the Association. The Secretary asked that this recognition be given. On motion of Mr. Bush, seconded by Mr. Good, Mrs. Fitz-Gerald was named as the *first active life member of the California Teachers Association*.

The matter of **Honorary Life Memberships** was then presented. Mr. Bush asked that **A. N. Wheelock** of Riverside be named as honorary life member of the California Teachers Association. This was seconded by Mr. Stewart.

Mr. Martin moved that **Miss Elizabeth Sherman** of Oakland be made an honorary life member. Motion seconded by Mr. Bird.

Mrs. Jones asked that **Mrs. Elizabeth Maynard**, a former class-room teacher of Los Angeles, be made an honorary life member. Seconded by Mr. Good.

Mr. Edwards suggested the name of **Mrs.**



**Mary N. Westover** of Santa Cruz as an honorary life member. Seconded by Mr. Stewart.

The chairman called for a vote on the above named, and each one was unanimously elected an honorary life member of the California Teachers Association.

There followed a discussion of the best method of procedure in nominating and electing honorary life members. Mrs. Jones moved that the Chairman appoint a committee to bring in a plan of procedure in the matter of life members. The motion was seconded by Mr. Good and carried.

The Chair appointed Mr. Martin, chairman, Mrs. Jones and Mr. Cook, and Mr. Cloud as the advisory committee on honorary life members, with the secretaries of the several Sections of the California Teachers Association.

A letter concerning greater financial support for elementary schools was read and upon motion, and without discussion, was referred to the Committee on Financing Public Education.

Mrs. Jones gave a very interesting report of the **Kindergarten-Primary Association** convention at Riverside which she attended as a representative of the Board of Directors of the California Teachers Association. Mrs. Jones reported that, at that meeting, the Kindergarten-Primary Association had voted to affiliate with our Association and that the matter had been presented to the proper committee of the California Teachers Association for action and recommendation to the Council.

Mr. Good moved, and Mr. Bush seconded that we recommend to the Council the affiliation of the Kindergarten-Primary Group with the California Teachers Association, at the time the Affiliation Committee report is made.

A letter from Miss Stella Linscott was then read asking for representation of the Association of Attendance Officers on the Legislative Committee of the California Teachers Association. The chair ruled that the matter had been covered in the action of the Board earlier in the evening permitting the President and Committee on Committees to appoint members of the California Teachers Association to serve on Council committees.

The following letter from Willard E. Givens, chairman of the Legislative Committee of the Association of California Public School Superintendents was read:

December 6, 1929

Board of Directors  
California Teachers Association

The Association of California Public School Superintendents have several important legislative committees on problems of vital importance

to education in California. Fearing that we may not have sufficient funds to carry on all this important legislative work, I am, as chairman of the Legislative Committee, asking the Board of Directors, California Teachers Association, to help us in our program by giving to us such financial support as becomes necessary in furthering the studies which we are making.

This request is made with the understanding that as members of your organization we shall work in the closest co-operation and harmony at all times with the California Teachers Association. Very cordially yours, Willard E. Givens.

Mr. Good moved, seconded by Mrs. Jones, that necessary funds be set aside for the use of the Legislative Committee of the California Teachers Association for reports and investigations wherever necessary, the sums so allocated to be used by associated activities provided the same are to report through committees of the California Teachers Association. The motion was carried.

#### Fees From Teachers Credentials

Mr. Bush reported a meeting of the State Credentials Committee which he had attended and also discussed the matter of fees received from credentials. He stated that at the close of last year there was a very substantial balance from the payment of fees for credentials placed to the credit of the General Fund of the State. He expressed a strong opinion that money received as fees from teachers should be used for educational purposes. He suggested that the problem might be corrected in one of three ways: first, to reduce the fees; second, the amount be allocated to teacher training institutions as follow-up fund in order that the work of the graduate of the several institutions might be inspected and assistance given which would be of value to the schools; third, that the money might be used to take care of the salary of the State Superintendent of Public Instruction.

#### State Superintendent's Salary

A general discussion followed. It was then moved by Mr. Stewart, seconded by Mr. Martin and unanimously carried that the Board of Directors should recommend to the Legislative Committee that a constitutional amendment be considered whereby (1) the salary of the State Superintendent of Public Instruction should be increased, and whereby (2) monies received from fees for the credentialing of teachers should be used entirely for educational purposes.

No further business appearing the meeting adjourned to meet at San Francisco on the second Saturday of February, 1930.

ROY W. CLOUD  
State Executive Secretary.

# California Council of Education

Semi-annual Meeting, Los Angeles, December 7, 1929



HE regular semi-annual meeting of the State Council of Education, California Teachers Association, was called to order by President J. M. Gwinn at 9:30 a. m. Saturday, December 7, 1929, in the Hotel Alexandria, Los Angeles.

The following members were present:

## Bay Section

Pansy J. Abbott  
Walter L. Bachrodt  
A. L. Barker  
Ethelind M. Bonney  
Frank H. Boren  
J. H. Bradley  
A. J. Cloud  
Albert S. Colton  
W. P. Cramsie  
A. G. Elmore  
L. P. Farris  
Willard E. Givens  
Earl G. Gridley  
J. M. Gwinn  
Joseph E. Hancock  
W. H. Hanlon  
Eva Holmes  
S. Edna Maguire  
David E. Martin  
Edgar E. Muller  
Mary F. Mooney  
Walter C. Nolan  
W. G. Paden  
Bruce H. Painter  
T. H. Rhodes  
May C. Wade  
Dan H. White  
Will E. Wiley  
John R. Williams  
Helen A. Winchester

## Central Section

S. J. Brainerd  
L. E. Chenoweth  
C. W. Edwards  
C. L. Geer  
J. F. Graham  
H. L. Healy  
O. S. Hubbard  
L. P. Linn  
May R. McCardle  
DeWitt Montgomery  
L. C. Thompson  
C. S. Weaver

## Central Coast

Robert L. Bird  
Mrs. C. G. Hooten  
T. S. MacQuiddy  
Arthur Walter  
Edna H. Young

## Northern Section

Ethel I. Baker  
E. I. Cook  
R. W. Everett  
R. E. Golway  
Mrs. Minnie M. Gray  
Charles C. Hughes  
Mrs. Elizabeth Hughes

## North Coast Section

George B. Albee  
Mrs. Annie R. Babcock  
W. A. Chessall  
Roy Good

## Southern Section

W. D. Bannister  
George E. Bettinger  
Ernest P. Branson  
George C. Bush  
Anna D. Clark  
Emmett Clark  
H. G. Clement  
A. R. Clifton  
C. B. Collins  
Ida M. Collins  
Beulah B. Coward  
J. A. Cranston  
Marvin L. Darsie  
Norabelle Davidson  
William P. Dunlevy  
R. E. Dyer  
Noel H. Garrison  
Hugh M. Gilmore  
H. B. Glover  
Arthur Gould  
Mrs. F. K. Hampton  
F. A. Henderson  
Ella C. Hickman  
Isabella Hilditch  
H. H. Hoffman  
C. R. Holbrook  
Christine A. Jacobsen  
Jeanette Jacobson  
Charles L. Johns  
Mrs. Eugenia W. Jones  
Grace Laughlin  
Gertrude Leland  
George O. Lockwood  
John G. McNeely  
F. F. Martin  
R. P. Mitchell  
Gladys E. Moorhead  
George U. Moyses

Ruth Newby  
J. P. O'Mara  
Oliver P. Palstine  
S. M. Partridge  
A. S. Pope  
A. H. Riddell  
C. W. Sandifur  
George W. Scott  
Beatrice J. Servis  
Albert M. Shaw  
George C. Sherwood  
W. L. Stephens

Paul E. Stewart  
K. L. Stockton  
Edyth Thomas  
R. A. Thompson  
F. L. Thurston  
H. S. Upjohn  
Albert F. Vandegrift  
Richard D. White

## Special Members

Roy W. Cloud  
Edward L. Hardy

At the conclusion of the roll call the following proxies were presented:

## Bay Section:

in the place of Dan H. White, Elmer Cave  
in the place of Bruce Painter, Miss Estelle Unger  
in the place of Walter T. Helms, Robert J. White  
in the place of Dr. L. W. Smith, Dr. Virgil E. Dickson

## Central Coast Section:

in the place of T. S. MacQuiddy, Miss Mary Zmudowski

## Northern Section:

to fill the unexpired term of Miss Julia Donovan, Curtis E. Warren

## Southern Section:

in the place of Miss Jeanette Jacobson, Mrs. Hortense A. MacKeever  
in the place of J. P. O'Mara, Miss Mabel Peirson.

Mr. Givens moved, seconded by Mr. Cranston that the above named persons be duly constituted members of the Council for the day. Motion carried.

Mr. Everett moved, seconded by Mr. Paden that the minutes of the April meeting as printed in the May issue of the Sierra Educational News be approved as printed. Motion carried.

**President Gwinn:** "In view of the program of work before us, I shall reserve until later any remarks that I may have to make. We had a meeting of the Board of Directors last evening and canvassed the condition of the California Teachers Association. I think you will all be very happy over that condition as it will be set forth in the report of the Secretary."

The next order of business was the Report of the Executive Secretary which appears elsewhere in this issue.

**President Gwinn:** "I am certain that this report is very gratifying to you. We have had a good year of achievement. This report will become a part of the records of the Council."

WE will now begin with the Committee reports as they have been listed in the printed order of business which you have."

**1. Duties and Functions of Public School Administrative Authorities, George Albee, Chairman.**

This committee has nothing to report at this time.

**2. Kindergarten Primary Schools, Mrs. Eugenia West Jones, Chairman.**

Since your committee made a detailed report at the last meeting of the Council, our report is very short. We respectfully submit the following:

*We are for use in work and play,  
So please take us home with you today.  
Tell teacher to be sure and use us when in need,  
For all children enjoy us very much indeed.*

*Merry Christmas to all California girls and boys,  
May this work bring each of you joy.  
Merry Christmas to Council friends here,  
For to each we wish a great New Year.*

**Recent books of interest to Kindergarten and First Grade Teachers.**

**Song Books**

May I Choose a Song—Elledge.  
Step a Song—Compson.  
Happy Songs for Little Folks—Huntley and others.  
Nursery Friends From France—Miller.  
New Songs for New Voices—Untermeyer.  
Singing Time—Coleman and Thorn.  
Tone Poems—Cobb.  
Songs to Sing—Shaw.  
Wheeze Sniff Sneeze—Dorothy Miles.

**Rhythms**

Rhythms for Children—Shafer.  
Stories in Song and Rhythms—Ruth Bonoke.  
Rhythm Band—Volai, Laederach, Manneheim, Vol. I.

**Story Books**

Forty Good Morning Tales—Tyleman.  
Chimney Corner Poems—Hutchinson.  
Noisy Nora—Lofting.  
Christopher Robin Story Book—Milne.  
Mike—Petershams.  
A Monkey Tale—Williamson.  
The Circus and All About It—E. Boyd Smith.  
Millions of Cats—Warder Ga'g.  
The Runaway Sardine—Emma Black.  
Rice to Rice Pudding—Janet Smalley.

**Picture Books**

Pelle's New Sult—Beskow.  
Spin Top Spin—Elesgruber.  
Two Funny Clowns—Hader.  
Today's A B C Book—King.  
Magic Flute—Kazisik.  
Raggle Taggle Bear—Moe.

**Professional Books for Teachers**

Kindergarten-Primary Activities Based on Community Life—Clouser & Millikin.  
New Methods in Primary Reading—Gates.  
An Adventure with Children—Lewis.  
Music for Young Children—Thorn.

Progressive Primary Teacher—Stormzand & McKee.

**Magazines**

American Childhood; New Era; Teachers College Record; and Childhood Education.

Submitted by Eugenia West Jones, Gertrude Leland, Beatrice Service.

**3. Affiliation of Auxiliary Groups, Walter L. Bachrodt, Chairman.**

The California Kindergarten Primary Association makes application for affiliation. I move that the request of that Association be accepted. Motion seconded by Mr. Upjohn.

President Gwinn: "The Board of Directors looked with favor on that application last night and recommends to the Council that we accept the Kindergarten Primary Association as an affiliated organization which means that the president of that organization shall sit as a member of this Council."

Motion carried.

**4. Teachers Salaries, Albert S. Colton, Chairman.**

Your committee respectfully submits the following report:

Report of "The Salary Committee for Elementary Teachers in the Rural Schools of the State."

At the meeting of the Council of Education a year ago a detailed report was submitted giving salary schedules for Elementary teachers in the rural schools having one, two, and three teachers.

The objectives of the committee were stated as follows:

1. To report on the actual salary status of the districts in the rural schools in all the counties every two years. This is advisable in order that the teachers' organizations, local and state-wide, may be made aware of the salary problems in these schools. Also, that county officials and trustees of school districts may see what they are doing for their teachers in comparison with other counties in the state.

2. To make recommendations how these salaries can be increased under the present laws.

3. To further in every way possible adequate salaries for the elementary rural school teachers.

The committee made the recommendation that every section in the state should have a special salary committee made up of one member from each county in the section. This salary committee should make a careful study, each year, of all schools paying less than \$1400 to see what can be done to improve these salaries.

I wish to make a brief report of the work done in the Bay Section Council. At the meeting held March 19, 1929, action was taken as follows:

"That a committee of 12, one from each county of the Bay Section, with the exception of San Francisco, should be appointed to make a careful study of salaries in the rural schools of each county and do all that is possible to raise the minimum to \$1400. The work to be started at once."

An allowance of \$300 was made to pay for traveling expenses of the chairman and members of the committee.

The chairman made a one page summary of salaries paid in the one, two, and three teacher schools in these 12 counties. A brief comparison of all the sections was also made showing the per cent of schools paying under \$1300, under \$1400 and \$1400 and over.

It may be of interest to all of you to know the way the sections ranked paying \$1400 or over.

	Per Cent
1. Southern Section .....	57.3
2. Central Section .....	56.1
3. Bay Section .....	49.4
4. Central Coast Section .....	36.3
5. North Coast Section .....	30.6
6. Northern Section .....	28.3

These per cents will show the amount of work to be done to help improve salaries of the rural school teachers.

The chairman, Bruce Zimmerman, made the following recommendations to his committee:

1. It will be necessary for each member to get information from the County Superintendent's office showing the following:

1. County Elementary rate; County High School rate; the names of each district paying less than \$1400, giving assessed valuation and special tax rate, also the amount each received from state and county.

2. The next step will be to analyze the data and see what districts can afford to pay as much as \$1400.

3. The third step will be to make personal calls on members of the Boards of Trustees in those districts, to give them the information about what is being done in other districts in the county and other counties in the Bay Section as shown in the one-page bulletin which should be explained. Then in light of these facts ask if they are not willing to increase the present salary for the next school year.

In conclusion he said that teachers in the rural schools can do very little for themselves in getting their salaries increased. We, as members of the Bay Section Council, representing thousands of teachers, can help in a very material way.

When Mr. Zimmerman made his report to the Council in October he said that he had conferred with each member of the committee concerning possibilities in each county. He stressed

the point that this work was primarily a campaign of education for the benefit of the trustees. In conclusion he said that he did not know how successfully the work had been carried out, or what the results were. At least we are doing what we can to help the cause.

The last part of this report is concerned with the third objective,—“To further, in every way possible, adequate salaries for the elementary rural school teachers.”

In 1927-28, 327 districts of the 1, 2, and 3-teacher schools in the State, or 21.2 per cent, received less than \$1500 from the State and County; 627, or 40.7 per cent, received from \$1500 to \$1599. That means that over 60 per cent received less than \$1600. Many of the rural schools have such a low assessed valuation that even a 10 or 15 cent rate would give a very small amount. In other districts having good assessed valuations the trustees are opposed to placing a special tax so as to give the teachers reasonable salaries. For these reasons something must be done to see that all districts in the State get at least \$1800 per teacher from the State and County.

At the last meeting of the Bay Section Council the following motion was passed:

“That the Research Division of the California Teachers Association be asked to make a special study of educational costs in the several educational units of the State, such data to be made available by September 1, 1930, and also, that a committee be appointed from that State Council of Education to co-operate with the State Department of Education in the consideration of a program of legislation whereby the State will assume greater responsibility for the financial support of the schools of the State.

It is recommended that this motion be passed by the Council of Education.

Submitted by Christine A. Jacobsen, Los Angeles; William G. Paden, Alameda; F. L. Thurston, Los Angeles; John R. Williams, Stockton; Albert S. Colton, Oakland, Chairman.

A request was made by Henry G. Clement that this report be printed in the Sierra Educational News in full.

**5. Financing the Public School,** C. R. Holbrook, Chairman.

“It was too late to get action from the last legislature, when approval was finally secured from the joint Legislative Committees, so nothing has been accomplished. During the course of the year, I have somewhat changed my point of view.

“I believe we have reached the stage in which we must definitely go after more state funds and we must secure a state equalization fund. I believe a sales tax or severance tax or luxury tax on crude oil where we pay as we consume would make it possible to secure a very adequate sum.



There ought to be some very definite relief for local property.

"There should be larger state aid to take care of our influx of foreign children, larger state aid for handicapped children, and state aid to equalize differences in wealth."

Ralph W. Everett then reported that there would be a meeting of the State Tax Commission at Sacramento and Fresno some time this month, and that it might be well for some representative of California Teachers Association to go before that body to discuss taxation from the school standpoint.

Miss Moorhead moved that the Association send a representative to the meeting of the State Tax Commission. The motion was seconded by Mr. Everett and carried.

**6. Special Day and Evening Schools, and Part Time Education.** Mrs. Elizabeth Hughes, Chairman.

There is no report of this committee at this time. I would like to say, however, that the part time and the evening schools are forging ahead all over the state.

**7. Administrative Units.** L. E. Chenoweth, Chairman.

"The matter of county unit or larger administrative unit has been under discussion for quite some time. Just prior to the last session of the legislature your committee made a report. The recommendation was made that further study be given to this question. Since that time your committee has not met.

"I make the recommendation as a motion, that the present committee be discharged and that a new committee be formed paralleling as nearly as possible the membership of the committee proposed by the Association of California Public School Superintendents."

The motion was seconded by Mr. Bachrodt.

President Gwinn: I shall ask that all questions of this kind, dealing with committees and new committees to be formed, be left until this afternoon, when the Committee on Committees makes its report.

Mr. Chenoweth withdrew his motion with consent of Mr. Bachrodt.

**8. Legislation.** J. M. Gwinn, Chairman.

The legislative committees of the California Teachers Association and the Association of California Public School Superintendents met in an all day joint session yesterday, December 6, 1929, at the Hotel Alexandria, Los Angeles, for an informal discussion of future legislative needs and desires for the schools and the teachers of California, Dr. Joseph M. Gwinn, President of the California Teachers Association, presiding.

Willard E. Givens, Chairman of the Superintendents Legislative Committee, gave a report of the findings of that Committee at its last meeting in October. A discussion of this report brought the following action of the joint committee:

**1. Tenure.** A thorough study of the Tenure laws and the results of the application of the present tenure law throughout the state shall be made by the committees of the Superintendents and the California Teachers Association through the Research Department of the California Teachers Association; the findings and recommendations to be prepared for adoption or rejection at the next meeting of the State Council of Education.

**2. Financing of Public Education.** There is to be a combined committee of the two associations to study

(a) How to get the money for public education

(b) How to apportion the money, and

(c) How to spend the money.

In this connection, a luxury tax, a severance tax, income tax, the inheritance tax and other means of taxation were discussed and recommendation made that the combined committee study these and other forms of taxation.

Recommendation was also made that the combined committee study in relation to forms of taxation, the needs of (a) the elementary schools, (b) adult education, (c) provision for the teaching of sub-normal children, both in the cities and in the rural areas, (d) transportation of children, (e) junior college, (f) the education of Mexican and other foreign children and (g) funds for the establishment of 24-hour schools.

Problems of equalization were also referred to the Committee for inclusion in the taxation study.

**3.** A combined committee of the two Associations is to study **larger units of administration** with the aid of the Research Department of the California Teachers Association.

**4.** A committee composed of professional and lay members is being formed to take up the study of the **State printing of text-books.**

**5. Retirement:**

Certain principles regarding retirement salaries were approved. These are contained in the report of the Retirement Commission given elsewhere.

J. M. GWINN, *Chairman.*

**9. Relation Between Library and School.** Mrs. Catherine G. Hooten, Chairman.

This committee has no report to make. I recommend at this time that the committee be

discharged and a new committee be selected, if you wish to continue this work.

President Gwinn: "This change will be taken care of in the Committee on Committees report this afternoon."

**10. Placement, David E. Martin, Chairman.**

*Editor's Note—The report of the Placement Committee will be published in full in the February issue of the Sierra Educational News*

**11. Retirement Salary, Earl G. Gridley, Chairman.**

Your committee has drawn up some fundamental principles for consideration. Yesterday the Legislative Committees discussed these principles and adopted some subject to your approval. These will be presented to you for your vote.

**I. Equal Division of Costs.**

The contribution to retirement shall be shared annually by the teachers and the state in approximately equal amounts.

Motion was made by Mr. Shaw, seconded by R. W. Everett and carried that this be adopted as a general principle.

**II. The Teacher's Deposits Returnable.**

The teacher's accumulated deposits shall be returnable in case of early withdrawal from service or in case of death it shall be payable to a beneficiary or to his estate. The teacher's deposits should be considered his personal property and upon early retirement should be at his disposal including the interest which has accumulated. Money which has been contributed by the State should, in case of early retirement, be returned to the state retirement fund to be used in those cases where the teacher outlives his expectancy or to reduce the accrued liabilities originally assumed. The adoption of this principle will eliminate most of the objection to the proposed law.

Motion was made by Mr. Albee, seconded by Mr. Boren, and carried that this be approved.

**III. Guarantees.**

The state should safeguard the rights of teachers under previous systems. Retirement salaries promised under a previous system should be guaranteed by the new system. Those who have retired and are receiving a retirement salary should have it guaranteed and increased if possible.

Motion made by Mr. Cranston, seconded by F. F. Martin, and carried that this principle be approved.

**IV. Disability.**

A retirement salary should be provided for disabled teachers.

This was adopted by motion made by A. J. Cloud and duly seconded by Mr. Stewart.

**V. Periodic Actuarial Investigations.**

Periodic actuarial investigations should be provided for in the organic act.

It was moved by Mr. Givens and seconded by Mr. Thurston that this principle be approved.

**VI. Retirement Salary and Length of Service.**

The retirement salary shall be paid to those who have served for 30 years, except in case of disability.

Moved by Mr. Holbrook that this principle be approved. The motion was seconded by Mr. Givens and carried.

**VII. Method of Payment.**

The retirement salary received by the teacher after retirement shall be paid by the state office at Sacramento in 12 equal monthly installments on the first day of each calendar month.

This principle was approved on motion made by Mr. Givens, seconded by Mr. Rhodes, and carried.

**VIII. Maximum and Minimum Age.**

Any teacher who reaches 70 years of age must be retired.

Moved by Mr. Givens, seconded by Mr. Martin that this principle be approved. Motion carried.

President Gwinn: "The report of the Retirement Committee being completed we will now continue with the remaining committee reports."

Mr. Good moved, Mr. Everett seconded that we adjourn the morning session at 12:30. Motion carried.

**12. Sabbatical Leave, T. S. Rhodes, Chairman.**

"We propose to have a new bill drawn for consideration at the April meeting for your approval."

**13. Teacher Training, A. J. Cloud, Chairman.**

This committee has nothing further to report except that the State Board of Education has appointed a committee to study the subject. This committee is composed largely of representatives of the teacher training institutions.

Dr. Hardy asked that if possible, the financial problems of the teachers colleges be included in the problem of financing public education which a committee of the California Teachers Association is to study.

**14. Tenure, Miss Mary Mooney, Chairman.**

There is no report from the committee at this time. I would like to suggest that fundamental to anything in the way of a successful tenure law is that we get a more common understanding of all people concerned, including the teach-

ers, boards of trustees, administrators and civic institutions.

**15. N. E. A. Relations,** Willard E. Givens, Chairman.

Mr. Givens reported the successful trip to the delegate assembly in Atlanta. He made a report of the gain in membership in the California Teachers Association and asked that renewed effort be made by the people of California to better their record of last year.

Mrs. Jones reported that Atlanta had asked that the California people do them the very great honor of nominating Dr. Willis B. Sutton as president of the National Education Association when they come to California in 1931.

Mr. Cook reported as the chairman of a committee of the Board of Directors on suggested plans for group insurance for the members of the California Teachers Association.

The meeting adjourned to meet at 1:45 p. m.

The afternoon session took up at 1:45.

The first order of business was the report of the Committee on Committees.

The Committee on Committees has considered the organization of the work which should be undertaken by the California Teachers Association through the Council and recommends the continuation of or the establishment of the committees as detailed below:

Each committee shall study and report to the Council upon all matters referred to it by the Council and shall also recommend to the Council such other matters within the scope of the activity of the committee as it may deem advisable.

**1. Legislative**

Includes all matters relating to legislation.

**2. Financing education**

Includes ways and means for securing, apportioning and expending school funds and moneys.

**3. Curriculum**

Deals with problems relating to the curriculum in any unit of public school organization.

**4. Retirement and annuities**

**5. Tenure**

**6. Placement**

**7. Leaves of absence (Sabbatical)**

**8. Insurance, loan funds, teachers' homes**

**9. Teachers' salaries**

**10. Teachers' service**

This will include teachers' health, teacher load, and extra-curricular activities.

Committees from 4 to 10, inclusive, all deal with teacher welfare. As there is need the chairman of these six committees shall constitute a

general and co-ordinating committee on teacher welfare.

**11. Relations with lay organization**

**12. Relations with educational organization**

Deals with relations with affiliated educational organizations, National Education Association, World Federation of Education Associations.

**13. Textbooks, libraries and supplementary books.**

Deals with plans and standards for supply and use of books.

**14. Radio, moving picture and visual aids**

**15. School buildings and equipment.**

**16. Administrative units of education**

**17. Research statistics and reports.**

**18. Education of the handicapped child**

**19. Adult and parental education**

**20. Special day and evening schools, continuation and vocational education**

**21. Kindergarten—primary schools**

**22. Professional standards and growth of teachers**

**23. Teacher training, certification and standards**

**24. High school, junior college and university relations**

**25. New activities**

This committee would make suggestions for the benefit of the Board of Directors.

Respectfully submitted—J. M. Gwinn, Willard E. Givens, George Bush.

F. F. Martin moved, Curtis D. Warren seconded the motion, that the report be adopted. Motion carried.

Mr. Muller moved that as a matter of policy on questions state-wide in their scope that all reports should be made through the corresponding committee of the Council of Education in order that all such reports would be considered by the State Teachers Association as a whole and that such committees would work in co-operation with the State Committee. Motion seconded by F. F. Martin and carried.

President Gwinn then introduced Sam H. Cohn, of the State Department of Education, who said in part:

"We get so involved with tenure, retirement and finance, that we sometimes forget that we have children to deal with. It is essential that we bear in mind that the product of the schools must be better each generation than the state can continue its existence.

"We must get back to the idea that whatever problem we have, back of it all is the question of these **children** for whom the state is doing all it can, or trying to, and from whom it expects to gain a type of citizenry to make the state a better place to live.

"The burden of my message to you is this, that the function of the State Department of



Education should first and foremost try to be in that judicial attitude and in that position which will recognize the problems of the teacher, the problems of the parent, the problem of the district represented by its Board of Education or Trustees but which has as its ultimate purpose the needs of the children and the duties of the children to the state.

### The State Department and the Community

"There has been a time when there has been misunderstanding of the purpose of the State Department of Education. There seems to be an idea that there is an attempt to centralize at Sacramento all the functions that should belong to the small communities. It is not the disposition of the State Department to do anything of that kind, but to do everything to serve all of the people of the state so far as education is concerned.

"Our duty as state servants is to serve. You, in your local communities, we in Sacramento, should work in harmony in an effort to unify what the state is attempting to do.

"It must be recognized by you that where there is an opinion on a policy that is contrary to the best interests of the whole state, or that does not serve the whole state, that policy must be refused.

"The State Superintendent represents not only the teacher but the parents and the children of the state. When a decision is given, it is given with respect to the state as a whole and not as a personal opinion.

"There is not a person in the State Department who has not been imbued with the idea that every letter must be answered, every problem must be solved in the quickest possible time and as well as it can be solved, that our purpose is to serve and to keep progressing this great educational welfare. That is the message of the State Department to you.

"The teaching group as a whole is not the unit it should be. Protest should be the privilege of every person, but having protested, I believe it should be our desire to live by the principle of a democracy and abide by the opinion and desire of the majority.

"Your success in any legislation which you may urge will be that which comes from the policy of your individual groups carrying their problems to a central clearing house. There must be a unity of action going through a central organization.

"The problems of the elementary teacher, of the kindergarten-primary teacher, the high school teacher, the administrator must be brought through some one central organization. And having gone through the central clearing house, then, whenever the spokesman of your organization speaks, that must be your stand.

"You ought to bear in mind the close harmony and co-operation with your own groups and with the State Department. We are in Sacramento to serve, and to serve as best we can, first the children of the state, then the teachers and then the people through serving both their children and the teachers."

Mr. Gwinn presented a letter from the World League of International Education Association

which asked that a committee be appointed to work with that association.

In the light of the report of the Committee on Committees this was referred to that Committee for action.

The State Executive Secretary reported to the Council the action of the Board of Directors that a fund of \$2500 be set aside to be known as the Walter B. Crane Memorial Fund, the interest from such endowment to be used by the Welfare Committee of the Southern Section for the Home for Disabled Teachers.

Mr. Everett moved, seconded by Mrs. Hampton, that the action of the Board of Directors be ratified. The motion was unanimously carried.

R. A. Thompson, as president of the Southern Section, accepted the gift in behalf of the Southern Section and the Welfare Committee.

A. R. Clifton moved that the Council extend an invitation to the National Education Association to hold its 1931 meeting in California. The motion was seconded by Mrs. Hones and carried.

Mr. Steel, the new registrar of the University of California, being present, was introduced to the Council.

Mr. Cohn asked the privilege of the floor and told of promises which he and the Executive Secretary had given at a Committee meeting of the Legislature. One promise was that a very careful study of tenure would be made in order that certain defects in the present law might be corrected.

The second point was that he would ask the school system to observe the correct procedure in counting attendance at programs in which visual education was presented.

As the Legislature was assured that these matters would be cared for, Mr. Cohn asked that the Council approve this action and live up to the promises made.

Mr. Stewart moved that the action taken by Mr. Cohn be approved by this Council. The motion was seconded by Mr. Hancock and carried.

No further business appearing the meeting was adjourned.

\* \* \*

### What Do You Think?

MAY I at this time give expression to appreciation for the continued improvement in the Sierra Educational News. Each copy carries a real message to the classroom teacher, as well as inspiration for greater service. Very truly yours, Pansy Jewett Abbott, Superintendent of Schools, San Mateo County.

## Executive Secretary's Report

*To the California Council of Education, California Teachers Association, December 7, 1929*

**M**R. PRESIDENT, and members of the Council:

1929 has been a good year for the California Teachers Association. Membership climbed from 32,478 to **34,555**, an increase of over 6 per cent. The report of the Placement Committee shows that 997 teachers were helped to secure positions by the offices at Berkeley and Los Angeles.

1929 was legislative year. It was necessary therefore that a large percentage of my time during January, February, March, April, and May should be spent in **Sacramento**. During January and February, in addition to the legislative work, it was also necessary to prepare plans and look after reservations for the California superintendents who were to attend the National Department of Superintendence at Cleveland. It was my intention, as is the regular custom of the Executive Secretary, to attend the meeting at Cleveland, but I found that it would not be possible for me to do so because of the necessity of remaining at Sacramento.

It is not necessary here to give a detailed account of our activities at the Legislature. Such reports have been given elsewhere. It is a pleasure, however, to commend the very excellent work of **Mr. Sam Cohn**, Deputy State Superintendent of Public Instruction, who was a friend at every turn of the road and who assisted whole-heartedly in putting over a wonderfully fine program. We were able to secure favorable enactment of most of the proposals of the California Teachers Association. A few of them, however, after receiving the necessary vote in both houses of the Legislature, did not meet with the approval of the Governor and for reasons which he expressed, he refused to give his sanction to these measures.

It was possible, also, to change the purport of a number of bills which we felt would be detrimental to the best interests of the schools. Among these was the bill which would have required the presentation of all school budgets in February rather than in June. We also had the interests of the public schools protected in the case of the **Boggs Budget Bill** which, in its original form, would have given practically complete control over all school affairs to the boards of supervisors of the various counties. It is possible that the boards of supervisors would

never have used their authority, but the measure, as it was originally presented, would have made the supervisors, rather than the boards of education, the budget-making authorities for all of the schools of the state. We were able to have the **Text-Book Bill**, which is well-known to you, changed very materially and then, with the aid of the California Congress of Parents and Teachers and the assistance of a number of other agencies, we were able to show the Governor why this bill should not be signed.

It was possible also to prevent the passage of a bill introduced by Mr. Heisinger of Fresno, which would have wiped out **tenure** of all kinds in the schools of California. We were able to secure this action by a promise that tenure conditions would be studied during the coming two years and that legislation would be proposed which we hoped would be favored by both legislators and the school people. We are now working upon this problem.

It was not possible for us to pass legislation looking to an increase in the **Retirement** salary fund. We labored unremittingly that such an increase might be made but the opposition was so great that it could not be overcome. We did create a favorable impression on a great many of the representatives at Sacramento. I am firmly convinced that if the teachers can arrive at an agreement concerning the amount of salary, payments to be made, and the time to be taught, that we may be able to pass such legislation at the next session, providing that we can demonstrate that the proposals which we make will give a sound and safe Retirement system.

**A**MONG the affairs that must receive our attention and thought during the coming year will be Retirement, Tenure, and a new form of taxation. The great State of California should realize that education is a state function and should provide an adequate amount as salary for every teacher within our schools. It is to be hoped that some form of **luxury tax** or a tax on non-essentials may be levied which will operate in a manner similar to the gasoline tax which has provided so wonderful a system of public highways in our state. We should seek also to supplement such an amount by an **equalization fund** which will provide more ample aid for districts in which the number of children is great and the assessed valuation small.

It must be the duty of the teaching force of California during the coming year to consider the matter of the printing of **text-books**. Should the necessity arise, every teacher must be prepared to show the general public that any cur-

tailment of educational opportunities would be detrimental to the general welfare of our schools.

During the first six months of the year, in addition to the weeks spent at the Legislature, I traveled from one end of California to the other, visiting schools and institutes. During the summer it was my good pleasure to attend the National Education Association convention with the 130 delegates from California and to take part in the proceedings at Atlanta.

Early in September the members of our Association were grieved at learning of the sudden passing of **Samuel M. Chaney**, the manager of the Placement Division at Berkeley. Mr. Chaney during his years as manager had rendered very conspicuous service. His genial ways and friendly manner had won for him the esteem and admiration of everyone with whom he came in contact. Not only had he conducted his affairs well, but his contacts helped in the good feeling towards our whole Association.

It was fortunate for the California Teachers Association that his associates, Miss Polly Maley and Miss Margaret Daley, were able to carry on the work so effectively as they did. They were untiring in their labors and carried on the activities without the vacations to which they were rightfully entitled.

The Board of Directors, as has been previously reported, asked **Mr. Earl G. Gridley**, secretary of the C. T. A. Bay Section, to assume the responsibilities of the position. Mr. Gridley accepted and is now serving as manager of the Placement Division at Berkeley and also as secretary of the Bay Section. This combined position will enable him to more effectively serve the interests of the Association.

A MEETING of the Section secretaries and presidents of the Association was held at headquarters, at which time plans and activities were discussed and outlined. I wish to publicly express my appreciation of the wonderfully fine and co-operative spirit which has prompted the work of **our section secretaries**: Mrs. Annie R. Babcock, North Coast; Mrs. Minnie M. Gray, Northern; Earl G. Gridley, Bay; Thomas S. MacQuiddy, Central Coast; Louis L. Linn, Central; and F. L. Thurston, Southern. Without the help of these people who are devoting their time, it would not be possible for us to carry on our work. California is indeed fortunate in having them in the positions which they hold.

The **presidents**, W. H. Hanlon, Bay; Charles L. Geer, Central; Robert L. Bird, Central Coast; R. W. Everett, Northern; W. A. Chessall, North Coast; and R. A. Thompson, Southern; and other officials of the various Sections are

also entitled to the thanks of our organization. Each one worked zealously that our interests might progress.

It is impossible here for me to express my appreciation of the assistance given by **our president**, Dr. Gwinn, and by the other members of **our Board of Directors**. He and they have been willing on every occasion to assist. Their time and energy have been freely given.

I have devoted much time to **field work** throughout the state in 1929. I have traveled to date 140 days, or nearly one-half of the year, in behalf of the C. T. A. A considerable percentage of that time was spent in Southern California. The visits there were made much pleasanter through the courtesy of our southern secretary, Mr. Thurston, who provided his automobile in order that time might be saved and that the distances might be covered more easily.

The **Sierra Educational News** has appeared regularly on the first of each month. The editor of the magazine, the advertising manager, and the numerous teachers who have contributed have made the Sierra Educational News one of the best educational publications in the country. From the numerous reports we have received I know that their labors are appreciated not only throughout the state but in other sections of the country as well. The advertising sales were about the same as for the previous year.

Our **Research Director**, William G. Carr, left us at the close of last year. Dr. E. H. Staffebach, of the San Jose State Teachers College, has filled the position on a part-time basis and has prepared and published some very excellent research material.

In March, 1929, a new field of activity was assumed by the employment of **Alfred E. Lentz**, legal advisor of the State Department of Education. Mr. Lentz, in his official capacity, has presented articles of legal importance in every issue of the Sierra Educational News. He has also answered numerous questions for teachers of the state. Our Association was indeed fortunate in securing his services.

I N August the sum of \$1500 was set apart for the establishment of a loan fund to be known as the **Mark Keppel Loan Fund**. Several teachers have taken advantage of this fund. We anticipate that the amount to be loaned will be increased every year until a good-sized loan fund will be available for teachers who may need to secure assistance because of illness or for some other reason. Just this past week we were pleased to receive a donation of \$200 from the North Coast Section C. T. A. which is to be placed with the amount in the Mark Keppel

Fund. The members of the North Coast Section felt that the surplus they had should be used for the purpose of helping members of the profession. We were very thankful to receive the amount and trust that from time to time we may receive other donations.

The Southern Section of our California Teachers Association has been engaged in a most worthy enterprise, that of assisting dependent teachers who were actually in need, to secure proper conditions during illness. The **welfare work** of the Southern Section of the C. T. A. is worthy of the help and thought of everyone connected with our Association. Because of the splendid type of work being done, I have asked the Board of Directors to create a permanent fund in memory of our departed president, Walter B. Crane, to assist in this worthy activity. Your Board of Directors has approved this contribution of \$2500 which will be known as the **Walter B. Crane Permanent Endowment Fund**, the interest of which will be used for this welfare work. Final action must be taken by the State Council. It is our hope that some of the schools in which Mr. Crane served so actively may see fit to augment this amount in order that the interest may be a real factor in carrying on a work which he most heartily endorsed.

Thousands of letters have come to our headquarters during the year asking for advice along various lines of school work or procedure. We have answered all of these. At all times our work has been kept entirely up-to-date. The report of the certified public accountant who experted the books of the Association shows that all accounts have been kept faithfully and that the financial affairs are in good condition.

There are literally hundreds of schools in the state whose teaching staffs have been 100 per cent in membership in the California Teachers Association. Wherever I have had the opportunity of speaking, I have urged the teachers of California not only to affiliate with our state association but also to become active members of the N. E. A. There are still many teachers in California who are not enrolled in our membership. It is my hope that this number will be very materially decreased in 1930.

It has been a real pleasure to work with our **State Superintendent of Public Instruction**. He has labored faithfully to bring about a good feeling in the schools of California. He has given his time unstintingly to the different sections of the state and has, because of his fine understanding, created the right sort of an educational atmosphere in California. We trust that he will have many years of active service in the schools of his native state.

*In closing my report, I ask again your interest in the affairs of the California Teachers Association. I will need the help of every member of the Council and everyone interested in education. I trust that you will all work for the welfare of the California Teachers Association in order that it may put over a program during the coming years which will not only assist the teachers who are our members but will also give to the boys and girls of California a better school system than they might otherwise have had.*

Respectfully submitted,

ROY W. CLOUD,  
State Executive Secretary

\* \* \*

## California School Bond Issues

**S**UGGESTION has been made that there be published regularly in the Sierra Educational News, a list of California school bond issues to be voted, or which have been voted during recent months.

California school superintendents have been invited to send for publication data concerning bond issues in their districts as follows:

1. Name of district.....
2. County.....
3. Amount of bond issue.....
4. Purposes for which the issue is being voted: .....
5. Date of the election.....

\* \* \*

## To Helen

LELA M. GARVER

Compton Union Junior College

**I**N childhood days my heart adventured wide  
With playmates of my fancy, whimsical  
Yet wanting power to strike the mystical  
New fire by meeting minds alone supplied.  
One came, who shamed the comrades of my  
dreams—

Harmonious in heart and voice and face  
As is the fairy-lantern's sudden grace  
That makes one catch the breath at its white  
gleam

Marveling that such spirit-blooms are real;—  
Deep-rooted, sturdy as ethereal.  
What wonder if I fear to have her miss  
My path a day, lest, gone like gossamer  
No flash of spirit-lore can conjure her  
Back from the dim dream-playmate world to  
this.

\* \* \*

At **Newport Beach** a bond issue is to be called to erect a \$300,000 Newport Harbor high school, to be ready for occupancy by September, 1930.



## Professional Ethics Commission

A PERMANENT Commission on Professional Ethics was proposed at the recent meeting of the C. T. A. Southern Council. Mr. Charles D. Jones of Hermosa Beach, chairman of the committee on amendments to the constitution, reported a proposed new Article XVI to be added to the Southern Council Constitution, to read as follows:

Section 1. There shall be a permanent commission on professional ethics operating under the California Teachers Association, Southern Section. This commission shall consist of the president and the secretary of the association, ex-officio, and five other members of the profession appointed by the president, with terms of five years each, the term of each member expiring successively on the date of the annual meeting of the association each year.

Section 1. It shall be the duty of this commission to study the various problems of professional ethics arising from time to time, to give to inquiring members of the profession its interpretation of the meaning of the various principles in this code, to make recommendations to the board of directors of the state association concerning investigations rendered advisable in connection with this code, and in general to have oversight of all questions arising in connection with the ethics of the teaching profession within the state.

Mr. Emmett Clark of Pomona, chairman of the Southern Council committee on professional ethics, explained that the proposal was the result of the deliberations of that committee. The committee hoped the Commission might eventually develop into a state honor court.

Mr. Clark reminded the Council that teachers themselves should jealously guard the standards of the profession. Members of the educator craft have a greater interest than anyone else as to who shall be members of the teaching profession. The Association should recommend what is right and what is wrong in the matter of teacher conduct, rather than let the public alone interpret what is demanded of a worthy teacher.

Mr. Clark further stated that if the Council should see fit to accept the proposed amendment, the committee would immediately move that the Council adopt for the Southern Section the Code of Ethics adopted at Atlanta by the National Education Association. The motion was then put and carried.

Mr. Clark then moved that the National Edu-

cation Association Code of Ethics adopted at Atlanta be adopted for the Southern Section as a temporary code and that a copy be printed and sent to each teacher in the Southern Section. Mr. Paul E. Stewart seconded this motion which was put and carried.

\* \* \*

## Teachers Retirement Salaries

J. C. REINHARD, principal of the Central Junior High School, Los Angeles, recently contributed to the Los Angeles School Journal an interesting article on retirement salaries. He contrasts the condition of school teachers with that of Los Angeles firemen and policemen and states that "according to a survey in 1928, the average age of pensioners in the fire and police departments at the time of retirement was 48.1 years.

*"The lowest service pension to any member of the Police Department is \$89.17 a month, the highest \$258.33. Only four receive less than \$100 per month, 72 receive \$125 or more per month.*

*"The lowest service pension paid to any member of the Fire Department is \$100 a month, the highest \$260. Thirty-seven receive \$125 per month or more.*

"The Los Angeles policemen and firemen have a very desirable salary schedule. Compare their returns with the teachers' retirement salary of \$41.67 per month, which is given after thirty years of service.

"The requirements for advanced certification for teachers now makes it almost impossible to begin teaching before 25 years of age. This makes the minimum age of retirement 55 years. Compare this with the minimum age of the policeman, who may retire at an age less than 45 years.

"'I am strong for the firemen and policemen,' said Mr. Reinhard, 'who can retire on a salary ranging from \$125 to \$260 per month with less than 25 years of service.'"

*But why should we be satisfied with \$41 per month after longer service and more exacting certification requirements?*

Now is the time to get busy and prepare a retirement bill that is just and equitable; one that will have a 100 per cent backing of the teaching profession of the state.

This bill should be carefully framed, and when it is presented to the 1930 legislature, with the entire backing of the teaching force of the state, it will become a law, provided we have a Governor who is favorable to our cause and who will sign the bill.

## Progressive Education: A Synopsis

LIEFY V. UPHOLT, *Principal, Orange Glen School, San Diego County*  
(Two teacher school used as a state demonstration school)



PROGRESSIVE education, as its name implies, is a changing method; the willingness to adopt new ideas and procedures, in the light of scientific experiments.

It has changed the emphasis of the school from:

(1) Subject matter to children (from factual matter to be taught, to child nature to be developed and guided);

(2) from teacher imposed discipline to co-operative discipline (a working out by pupils and instructor of **self-control**);

(3) from stationary furniture in rows to moveable chairs and tables;

(4) from mass instruction, each child held to a given level, to recognition of individual needs and consequent instruction.

*"We educate a child in order that he may be prepared to live a normally satisfactory life for himself and may contribute his full share to the progress and betterment of mankind."*—EUGENE R. SMITH in *"Education Moves Ahead."*

**Four important principles** must underlie all procedures in a progressive school.

I. A recognition of the breadth of life's needs and a consequent breadth of curriculum.

II. A scientific approach to all class-room procedures. Curriculum, (including subject-matter, placement and time allowed), testing program (for evaluation of pupil progress and the teaching act), record-keeping (individual graphs, teacher records, both temporary and cumulative).

III. Class-room attitudes of teacher and pupils must be such that they stimulate interest, freedom, self-control, self-expression, in creative ways (through words, tools, pencil, paints, dancing, or other modes).

IV. To guide sympathetically the child to as full a social and spiritual development as he is able to attain (by group activities in which the children need high co-operative efforts and moral ideals).

These principles give rise to certain objectives known, perhaps, but not used in the old traditional type of school. To develop each child physically, mentally, and spiritually, is the aim.

A. To inspire a health-giving program. To allow bodily freedom:

- a. By proper seating, free activities, etc.
- b. By alternate periods of work and play.

c. By free access to books, tools, etc. (if not abused).

B. To provide for ability grouping rather than by grades. Diving material into units or goals with:

2. self-instructive directions.

3. self-given tests.

4. self-rating progress charts.

C. To provide for and encourage creative expression of pupils:

1. Through art, music, compositions, or manual skills.

D. To encourage and provide for social and moral growth:

1. through games.

2. group projects, and clubs.

3. personal responsibility for:

a. room attractiveness.

b. yard (playground equipment, papers, flag, etc.).

c. room behavior.

E. To provide adequate scientific methods in teaching, testing, and record keeping.

1. intelligence tests.

2. standard achievement tests.

3. approved methods in project and individual instruction.

4. records—a.individual;b.group;c.cumulative.

These objectives demand certain changes in class-room procedures: (In rural schools especially, program making is revolutionized.)

Large blocks of time for study or work take the place of many short recitations. The teacher becomes a guiding spirit going from one child to another or from small groups to individuals, helping to untangle difficulties or supervise work. In oral English period all classes unite to be the audience as



*The joyous spirit of childhood is capitalized by the progressive teacher.*

different pupils contribute. Reading, in a one-teacher school, is divided into five groups—in more than a one-teacher school into three groups.

1. The pre-primer group.
2. Primary group.
3. Normal readers.
4. Advanced readers (eighth grade or more).
5. Over-aged children with great reading difficulties. (The first two or fourth may be absent in schools having more than one teacher.)

Social science, including history, geography and civics, is taught by projects, with three groupings in rural schools.

- I. Grades 1, 2 and 3 (Primary group).
- II. Grades 4, 5 and 6 (Intermediate).
- III. Grades 7 and 8.

Once a week an assembly is held, at which any group that is ready may contribute and thus tie the whole program together. Fridays, also, the reading groups give a short resume of their reading, which may take the form of dramatics, a poem, a book report, a poster, or other device.

There is provided a free period each day. Clubs, gardening, manual skills, or reading may be chosen. The teacher will find that although this is the hardest part of the program to "put across" it is one of greatest value to the children in social and spiritual training.

The really progressive private schools of the country socialize all work, but for rural public schools it is probably safer to use some such two-way plan as is indicated in these notes.

## Retirement Salaries: The Differential Principle

DR. ELMER H. STAFFELBACH, *C. T. A. Director of Research*

**I**N the June 1929 issue of the *Sierra Educational News* the writer pointed out, in an article entitled "Looking Ahead Financially," that the value of money depends always upon its purchasing power in terms of the cost of living.

In spite of the fact that a dollar is always a dollar, its use as a purchasing vehicle may, and in fact does, change radically from time to time. Thus, \$436 would have purchased as much food in 1898 as \$1000 would have purchased thirty years later. In other words, the 1898 dollar had actually "shrunk" to 43.6 cents during the thirty-year period.

It was also shown in the same article that the individual who wishes to provide for a competence in his later years must, to be safe, take into account the possibility of a decline in the purchasing-power of money; else his "calculated competence" may be found to be inadequate when the time comes actually to draw upon it. This is one way of bearing out the truth of the adage, "The best laid schemes o' mice and men gang aft a-gley."

And as this is true for individuals, so is it true for groups of individuals. In 1913 the teachers of California asked for and were granted a legal provision for a retirement salary of \$500 to take effect upon retirement after thirty years of service. (The special provisions of the law do not concern us here.)

By 1927 that amount of money had depreciated in terms of buying power to but 58.3% of its 1913 value. This means, in effect, that

the retirement salary has been reduced about 42% during the fourteen-year period, in spite of the fact that the law has remained unchanged.

**Price Levels and Salaries Tend to Vary in the Same Direction.**<sup>1</sup> It is the writer's belief that a fundamental economic tendency was overlooked in the drafting of the 1913 law. The tendency referred to is that salaries and price levels tend to vary in the same direction at approximately the same time.

Let us study this tendency over a relatively long period of time. A brief study of Table I and Chart I, which give the changes at five-year intervals both in the cost of food and in the average teacher's salary in the United States from 1890 to 1925, will reveal the fact that when food prices rose, salaries also tended to rise. It is true that prices fluctuate more rapidly than salaries, and that the latter tend to "lag" somewhat; but in the long run their general trends are similar, a fact which is plainly brought out in the first three decades depicted in Chart I. An interesting fact, though one not particularly relevant here, is that though salaries tend to "lag" somewhat behind rises in prices, they also are slower in making downward changes. This fact is made evident by the changes occurring

1. The writer by no means intends to imply that teachers' salary increases, either in California or in the United States, have been wholly due to changes in the cost of living. A comparison of the two upper curves in Chart II will show that teachers' salaries on the average have advanced more than the cost of food. This difference is no doubt owing to professional reasons: public recognition of better service from teachers, etc.



between 1920 and 1925; when food prices fell, teachers' salaries continued upward.

Now, the point to be made here is that a flat retirement salary, such as that provided by the California law, is likely to be much less satisfactory than one based upon a salary differential. Look at Chart II. From 1890 to 1925 the average teacher's salary climbed from \$252 to \$1252, a fact that is shown by the dotted line of the chart.

However, that is but part of the story, for the real buying power of the teacher's salary, because of the lessened purchasing value of the dollar, increased only a fraction of the nominal gain shown by the dotted line in Chart II.

The broken line (— — —) in Chart II shows the purchasing power of \$252 at the different periods in terms of the 1890 price level of foods. In 1920, \$252 would have

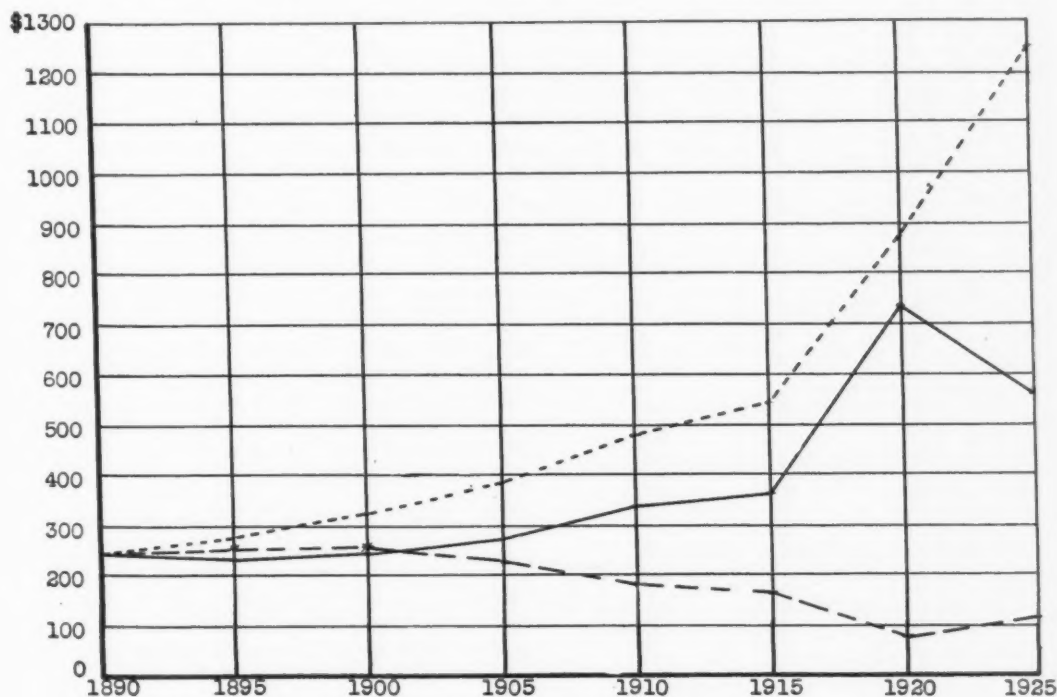
bought only as much food as \$86 would have bought in 1890; and five years later, after the effects of the war on price had largely if not entirely passed, the \$252 would have bought only what \$111 would have purchased in 1890.

Suppose, then, that in 1890 a national law providing for a retirement salary of \$126 had been passed. This amount in 1925 would have been worth but \$55.73—in terms of the 1890 price level.

On the other hand, suppose the law in 1890 had provided for a retirement salary of one-half the teacher's salary during the last year of service. (In 1890 this would have been exactly \$126). The retiring teacher in 1925 would then have received an annual allowance equal to one-half of \$1252, or \$626. This would have represented a buying power of \$277 in terms of the 1890 retail food prices.

CHART I.

Teachers' Salaries and The Retail Cost of Food, 1890 - 1925.



**Read the Chart thus:** The dotted line ( - - - ) shows the average salary of teachers in the United States. The unbroken line shows the cost, at the different periods, of that amount of food which could have been purchased in 1890 for \$252 (the average teacher's salary).

Thus, \$252 worth of food, in 1890, would have cost \$736 in 1920, and \$569 in 1925. The broken line ( — — — ) shows the food-purchasing power of \$252 relative to the 1890 base.

Thus, in 1920, \$252 would have purchased only as much food as \$86 would have purchased in 1890.

TABLE I.—Average annual salary of teachers in the United States 1890 to 1925. Cost of a dollar's worth of food in terms of the 1890 dollar's purchase value; Cost of \$252 worth of food in terms of the 190 retail price level; Buying power of the average teacher's salary in terms of food at the 1890 retail price level; Value of food purchasable by \$252 at the different periods in terms of the 1890 price level.

Year	(1) Average teacher's salary in the U. S. (annual)	(2) Rise in cost of a dollar's worth of food (base of 1890)	(3) Rise in cost of \$252 worth of food (base of 1890)	(4) 1890 value of food purchasable by the average teacher's salary at stated periods	(5) 1890 value of food purchasable by \$252 at the different periods
1890	\$ 252	\$1.00	\$252	\$252	\$252
1895	286	.955	241	299	263
1900	325	.987	249	329	255
1905	386	1.097	276	352	229
1910	485	1.336	337	363	188
1915	543	1.455	367	373	173
1920	871	2.919	736	298	86
1925	1252	2.261	569	553	111

**Read the Table Thus:** While the average teacher's salary was increasing from \$252 in 1890 to \$1252 in 1925, the cost of food was also changing—a dollar's worth in 1890 rising to almost \$2.92, in 1920, and then dropping to \$2.26, in 1925.

In column (3) is given the cost at the various periods of the same amount of food that could have been purchased by the average teacher's salary (\$252) in 1890. This column shows a slight falling off in food prices for the periods 1895 and 1900; but after that the price mounts steadily until the war period, when it literally leaps upward. Thus food that would have cost (retail) \$252 in 1890 would have cost \$736 in 1920, and \$569 in 1925.

Column (4) gives the 1890 value of the food that would have been purchasable by the average teacher's salary at the different periods. Thus the 1925 salary of \$1252 would have purchased as much food in that year as \$553 would have purchased in 1890.

Column (5) gives the purchase value of \$252 in terms of the 1890 price level, at the different periods. Thus in 1920 \$252 would have purchased only as much food as \$86 would have purchased in 1890.

The figures of column (1) are taken from the Biennial Survey of Education in the United States, published by the Federal Bureau of Education.

The figures in the last four columns are derived. Food-cost figures are based upon price indexes published by the Bureau of Labor.

**Objections to the Salary Differential.** One objection to the application of the differential principle to retirement salaries is due to the fact that such a scheme requires a complicated accounting system.

Since each teacher, under such a plan, is expected to pay into the retirement fund in proportion to his or her annual salary, and since salaries are by no means static, the amount of book work required to keep up with individual salary changes is really tremendous; whereas a flat annual assessment upon each teacher's salary renders the process relatively simple.

Another objection to the salary differential is one that usually comes from the teachers themselves. It is not infrequently stated that administrators and supervisors—the more highly paid individuals—would benefit unduly by such a plan.

Certainly such relatively high-salaried individuals would receive greater amounts upon retirement than would ordinary teachers, although they would also be required to pay more into the fund. However, it is unnecessary here to discuss whether this type of objection is valid or not.

**Both Objections Can Be Obviated.** It would easily be possible to eliminate the grounds for both these objections, and at the same time retain the differential in a retirement salary law. This can be done by the simple expedient of basing all retirement salaries—whether of teachers, administrators, or supervisors—upon a given proportion of the average annual salary of teachers during one or more years directly preceding retirement.

The figures necessary for this purpose are compiled annually by the State Superintendent, and are easily arrived at. Under this plan the levy upon the individual teacher would vary but slightly from year to year, and usually about in proportion to his or her regular salary increase. And at the end of the period of active service, the retirement salary would have a fairly definite relationship to the cost of living at the time.

**The Principle Applied in California.** In 1913, when the present law was passed, \$500 represented about 55% of the average annual salary of the California elementary teachers. The writer has no definite knowledge of the logic

behind the law; but it is reasonable to suppose that those who drew up the bill had it in mind to pay the teachers, upon retirement, about half as much as they were getting in active service. At least the results of their work seem to justify this conclusion.

But between the years 1913 and 1925 prices went up greatly. Accordingly, the salaries of teachers mounted to keep pace with the cost of living, and doubtless for certain professional<sup>2</sup> reasons as well; so that by 1925-1926 the average annual salaries of elementary school teachers in California was \$1698. But the retirement provision of \$500 remain the same, though its purchasing power had declined to but 58.3%<sup>3</sup> of what it was in 1913, or, in actual figures, to \$291.50. This means, in effect, as was pointed out above, that the retirement salary had been reduced by 42% even in the absence of any change in the retirement law.

If, on the other hand, the 1913 law had in-

cluded the principle of the differential, and had based the retirement salary on one-half the salary for the year previous to retirement, the average teacher, retiring in 1926, would have been entitled to one-half of \$1698, or \$849. The purchasing power of this allowance, in terms of the 1913 price level, would have been \$494.96.

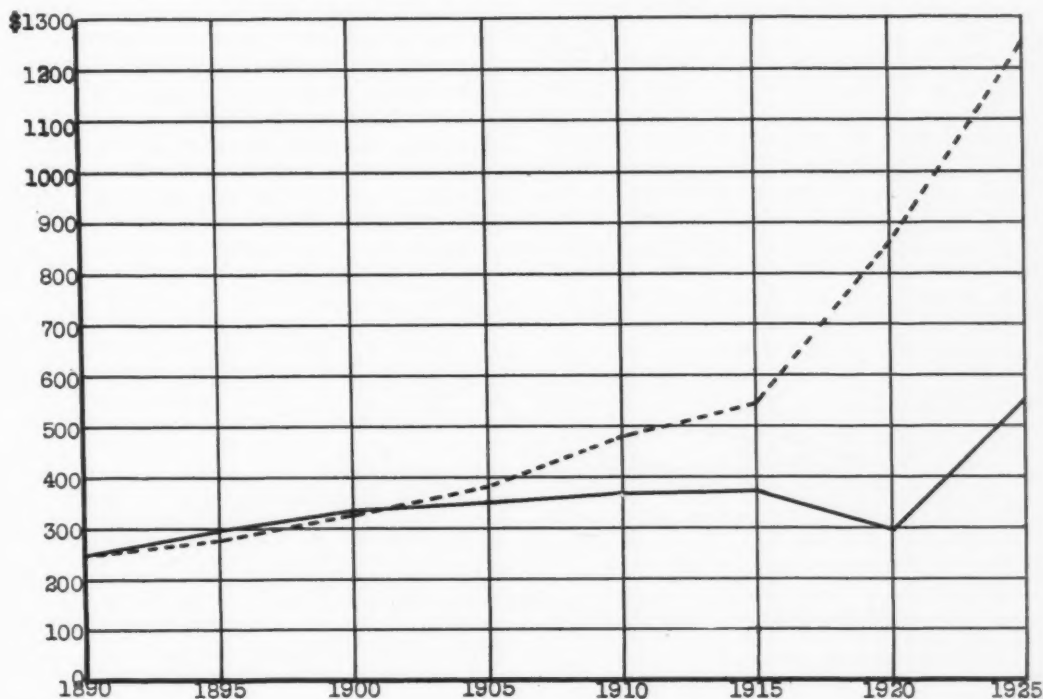
**Retired Teacher Given Protection.** As a matter of fact, under this plan, teachers already retired could be protected against price changes by continuing the differential after their retirement, so that each year their retirement allowances would be fixed in proportion to the average active teacher's salary for the previous year. This would, doubtless, occasion an extra

2. See footnote above, page 2.

3. This figure is based upon cost of living figures published by the Bureau of Labor for the years 1913 to 1926. See the writer's article entitled, "Looking Ahead Financially," in the June Issue of the Sierra Educational News for a more complete exposition of the trend in cost of living for those years.

CHART II.

Teacher's Salaries and Their Buying Power, 1890 - 1925.



**Read the Chart thus:** The dotted line ( - - - ) shows the growth of the average teacher's salary in the United States. The unbroken line shows the buying power of the average teacher's salary at the different periods in terms of food costs in 1890.

Thus the average salary in 1915 would have bought as much food as \$373 would have bought in 1890.

drain upon the general fund, especially during times of rapid inflation of prices; but, assuming that the state and the public at large can bear the burden due to price rises better than the superannuated teacher, such a provision seems justified.

**Conclusions:** In view of the figures and facts presented in the preceding paragraphs it seems reasonable to state the following conclusions respecting salaries for teachers:

1. *There is a general tendency for teachers' salaries to vary in the direction of changes in the level of prices.*

2. *Under a persistent upward trend in prices, a flat retirement salary tends to decrease in buying power, so that the original purpose of the law providing for retirement allowances is largely defeated.*

3. *A retirement allowance based upon some form of salary differential would better serve the purposes of a retirement law, in that it would more nearly and fairly meet the needs of the superannuated members of the profession.*

\* \* \*

## Tax Commission Meeting

THE Tax Commission of the State of California which is working under the provisions of a law passed at the last legislature held a meeting in Sacramento Friday, December 13. The personnel of the committee is Hon. Edgar C. Levey, chairman; Senators A. H. Breed, Oakland; H. C. Jones, San Jose; J. W. McKinley, Los Angeles; H. C. Nelson, Eureka; and Assemblymen Harry F. Sewall, Whittier; C. H. Duell, Chico; and Isaac Jones, Ontario.

Ralph W. Everett, Sacramento, was authorized by the State Council of Education to appear before the committee and submit the needs of the schools of California in conformity with the California Teachers Association program. Mr. Everett went into detail with the committee concerning the necessity of increased state support for public education and outlined the following reasons why further state aid should be given. His suggestions come under the following heads:

1. **Increased state aid for elementary education.**

2. **Equalization fund.** An increased amount should be apportioned for education in districts where the assessed valuation is low and the number of children large.

3. **Increased aid for handicapped children.**

4. **Retirement.** The necessity of putting retirement on an absolutely safe basis and increasing the amount of retirement salaries.

5. **Teacher colleges.** Greater variety of program must be given which will entail greater demands upon the state treasury.

6. **Adult education and Americanization,** including the added cost due to a large Mexican immigration.

7. **Transportation.** In order that consolidation may be promoted more funds for transportation purposes must be provided.

8. The rising cost of **junior colleges.** At the last session of the legislature legislation was passed which allowed the state to pay up to \$30 per unit of A. D. A. providing the amount received from bonuses and royalties from the United States government did not give the \$100 for each child in average daily attendance.

The commission was most courteous in its treatment of Mr. Everett and asked for suggestions as to procedure. Among the suggestions were that the state should take care of all junior college costs and that very much greater state support should be given to all of the outlined activities.

Mr. Everett was asked for suggestions as to methods of raising this tax. He suggested the severance tax and luxury or non-essential taxes. The committee then requested a detailed plan which might be of assistance to them in helping to solve this problem which is now confronting the school people of California.

**Everyone has come to realize that education is a state function and that the burden of cost of education should not have been shifted from the state to the county and local division.** It is to be hoped that some means may be devised which will enable California Teachers Association to secure legislation at the next session of the state legislature which will correct a condition which has been growing during recent years and which has resulted in the shifting of the costs of education.

\* \* \*

**The White House Gang** by Earle Looker, "member of the gang," is a very good account of the Roosevelt family and their comrades in the White House; a handsome volume of 244 pages, with illustrations by James Montgomery Flagg. The publisher is Fleming H. Revell. This is an inspiring narrative both for young people and for their elders, of a distinctive American family.

\* \* \*

**The Marshall Jones Company,** publishers (212 Summer Street, Boston) issue many books of interest to California teachers and young people. "The Children of the Cave" for example, by Edward H. Thompson, is a thrilling authentic story of Mayan life and folk lore. There are many full-page illustrations which reinforce the vivid descriptions and narrative.



# Tax Reform in California: Luxury Taxes

ELMER H. STAFFELBACH, C. T. A. *Director of Research*



HE amount of wealth and the amount of social (1) income are often given as indices of the ability of a state or nation to support various kinds of public expenditures. Such figures are, doubtless, fairly accurate measures of aggregate ability. This is particularly true of the social income.

However, aggregate ability stated in such terms may give but a very inaccurate measure of the costs of supporting public expenditures as borne by individuals and groups of individuals within the larger social whole. The primary necessity for the support of public expenditures will always be a sufficient amount of **aggregate income**; but this alone is not enough.

Of importance second only to this primary need is the proper machinery—the proper taxing system—whereby the sources of income may be levied upon in such a way or in such ways as to burden no individual beyond his economic ability to support the tax. In other words, the taxing system must be such that the taxes will be fairly distributed.

## Aggregate Private Expenditures Are Indicative of Aggregate Economic Ability

Perhaps no better indication of the ability of a state to support public costs can be had than by comparison of public expenditures with certain types of **private** expenditures. It must be remembered in making such comparisons, however, that **private** expenditures are **always** adjusted with respect to the given individual's economic ability—his buying power. Private expenditures are voluntary, and based upon individual judgment.

On the other hand the costs involved in public expenditures are, in a sense at least, involuntary. The individual pays because the state in authority over him requests and demands the payment of his taxes. Collective judgment and not individual judgment is the deciding factor. The result may be an over-loading of certain individuals or groups of individuals. This amounts in reality to excessive charges against certain kinds of wealth.

An engineer, having determined the tensile strength of a system of cables, distributes the

load so that each cable will bear its fair share. Failure to do this might put an inordinate amount of weight upon some of the cables and result in disaster; and the fact that the aggregate strength of all the cables might be amply sufficient to support the aggregate load would not alter the case in the least. The problem of the political economist in establishing a system of taxation is analogous to that of the engineer.

## Aggregate Economic Ability in California

The total cost of elementary, secondary, and higher education in California for the year 1926 was \$151,217,259. The following table gives the estimated private expenditures (2) for certain kinds of commodities during the same year:

Table I

Life insurance.....	\$120,441,600
Passenger automobiles.....	716,158,856
Certain luxuries:	
Tobacco .....	\$126,896,288
Soft drinks, ice cream, candy, and chewing gum.....	109,651,584
Theaters, movies, and similar amusements .....	64,169,536
Jewelry, perfumes, and cosmetics.....	49,054,656
Sporting goods, toys, etc.....	29,611,424

Total for the five types of luxuries..\$379,383,488

The people of California pay approximately two and one-half times as much for the five types of luxuries listed in the table as they spend for public education of all kinds; and for passenger automobiles, almost five times as much. In spite of the huge sum devoted to public education (\$151,217,259) in relation to the estimated actual income (\$3,929,805,000) of the people of the state, educational expenditures are small—only 3.85 per cent.

(2) These estimates are taken from Research Bulletin vol. VII, No. 1, of the National Education Association "Can States Afford to Educate Their Children?" published January, 1929.

The figures given are based principally upon figures of the U. S. Treasury Department. The estimated California expenditure for each item was arrived at on the basis of the percentage of the national totals of the following items found in this state: Value of tangible wealth, average annual current income, theater taxes, taxes on jewelry. The figures of the table should be considered merely as approximations.

(1) Social income includes all economic income from every source.

That this ratio is not excessive is shown by the fact that the average for the United States as a whole in that year was 2.68 per cent, and that the California ratio was greatly exceeded by the ratios in several other states, the highest (that of Florida) being 6.52 per cent.

### Taxes Are Not Equitably Distributed

The facts presented in the above table show plainly that in terms of the **aggregate** ability of the people of the state, the costs of supporting public education in California is not excessive. Unfortunately, the load appears not to be equitably adjusted. It is a case of over-strain on certain of the cables: the economic engineering has apparently been at fault. The taxing system appears in need of some adjustment.

### An Ideal Taxing System

A great deal has been said and written on the subject of tax reform. It is not the writer's purpose here to enter into a detailed statement of the theory of taxation. It is sufficient to say that a good taxing system should distribute public costs equitably—that is, it should collect public money from individuals and groups of individuals with considerable respect to their economic ability to pay.

### The California Plan

In this state we have in force a taxing plan which leaves non-operative <sup>(3)</sup> property in the hands of the local and county governments for purposes of taxation, and places the right to tax operative <sup>(4)</sup> property exclusively in the hands of the state. There are many important and valid arguments in favor of this plan. These need not be gone into here.

Under this plan the state taxes the operative property **with respect to its ability to generate income**. On the other hand, the local and county units continue to levy upon non-operative property with respect to its amount, irrespective of its power to generate income. The theory is that, in the long run, property which has large income-bearing power will rise in value, while

that of small income-bearing power will decline in value. However, the theory does not hold good in its entirety, in so far as tax-paying ability goes; and the slowness with which economic influences work invalidates the argument. In case of operative property the adjustment of the amount of the tax with respect to the earning power of the property occurs annually and automatically. In the case of the non-operative property the adjustment of burden requires a longer period of time and can be brought about only by a tedious and troublesome revision of the assessment rolls.

### Common Property Over-Taxed

There can be little doubt that many forms of non-operative property are over-taxed. Representative Brand, of Ohio, in proposing federal relief for rural education recently in the House of Representatives, stated that rural property in the United States is on the average taxed up to about 25 per cent of its earnings for educational purposes.

While, in so far as the writer knows, no reliable data are available concerning the general earnings of non-operative property in California, it is not unlikely that the figures given by Representative Brand are applicable to some of the property in this state <sup>(5)</sup>.

### Further Evidences

The law of California fixes the maximum rate of taxation for elementary school districts at 30 cents on each \$100 of assessed valuation in the district. This rate can be increased only by special taxes voted by the people of the district.

The report of the Superintendent of Public Instruction for the year 1925-1926 shows that 1797 elementary school districts—54.4 per cent of the total number in the state—levied special taxes for **maintenance** for that year. For building purposes 1066 districts, or 32.3 per cent of the total, levied special taxes.

### The Findings of the California Tax Commission

The report recently made to the Governor by the California Tax Commission includes com-

(3) Operative property includes all public service corporations including railroad, street railways, express companies, telephone and telegraph companies, gas and electric companies, insurance companies, banks and trust companies. The tax consists in stated percentages of the gross earnings; banks pay in relationship to their capital stock.

(4) Non-operative property consists of all property, real, personal, or mixed, that is capable of private ownership and is not used in the operation of public service corporations.

(5) A brief investigation by the reader in almost any municipality of considerable size will reveal residences that rent for \$50 to \$75 per month bearing taxes of \$100 or more—the tax rate on the gross earnings amounting to from 11 per cent to 16 per cent or more. It should be remembered, too, that the earnings of much common property are **theoretical** rather than actual. This is true, for example, of residences occupied by their owners.

parative data respecting taxes paid by operative and non-operative property in this state.

As a basis for comparison the commission reduced operative property to valuation figures, and then computed the property-tax rates which would be necessary to produce the amount of taxes paid by the public service corporations under the present gross income levies.

It appears to have been the assumption of the commission, in making this particular part of its study, that \$1 of taxable wealth is as active in producing income as is any other dollar of taxable wealth. It is the writer's belief that a taxation scheme based upon such an assumption is fundamentally in error. Had the commission made the comparison on the basis of the income generated by the different types of wealth, the results might have been quite different. However, even on the bases used, the comparisons were to some extent unfavorable to non-operative property.

#### Ability to Pay Depends Primarily Upon Income

People who make money spend money. **The current expenditures of each year and of each generation must come out of the earnings of that year and that generation.** The individual who dissipates his capital is a spendthrift; and the state that levies upon the capital of its people is no less prodigal.

The income tax or some form of tax which will be closely related in its administration to individual incomes seems most nearly to approach the ideal tax. The income tax, which is a direct tax upon individual production, will not be dealt with here. A similar tax, though very different in form, is the sales tax. Under the

sales tax the individual pays to the governing authority a tax in connection with all, or in connection with certain specified commodities, that he buys.

#### The Luxury Tax

The luxury tax is a special type of sales tax, assessed against the buyer of certain articles or commodities specifically defined as luxuries. As we go from individuals of small incomes to individuals of large incomes, the proportion of expenditures for luxuries increases enormously. Logically, at least, the luxury tax is more desirable than a general sales tax on all purchases, in that the individual with the small income, who devotes a large proportion of his money to necessities, escapes much of the burden. On the other hand, the individual who buys heavily of luxuries pay heavily under the tax.

#### Luxury Tax Proposed for California

Some comment has recently been aroused by talk of a luxury tax in the State of California<sup>(6)</sup>, the proposal being that the proceeds of such a tax might be used to lighten the burden of local taxes for elementary education. One of the objections to such a tax is that it may be difficult and expensive to administer. In the case of the 3-cent gasoline tax (one form of sales tax) about \$37,000,000 is collected annually at a cost of \$8000. Provided the luxury tax could be administered as inexpensively as the gas tax, it would unquestionably, in the writer's opinion, be

(6) Mr. Dixwell Pierce, Secretary to the State Board of Equalization, has recently been widely quoted as having announced the intentions of the board to consider plans for levying a tax on "non-essentials" (not otherwise defined) in the near future.

**Table II. Estimated\* Revenues to the State of California Under a Luxury Tax on Certain Specified Types of Commodities**  
(Estimated figures for the year 1926)

Types of Luxury	*For method of arriving at estimate of amounts spent for luxuries in the state see footnote to Table I.		
	Estimated amount spent annually for the type of luxury	Estimated revenue derived through a 1% tax on retail sales	Estimated revenue derived through a 10% tax on retail sales
Tobacco .....	\$126,896,288	\$1,268,963	\$12,689,629
Soft drinks, ice cream, candy, and chewing gum..	109,651,584	1,096,516	10,965,158
Theaters, movies, and similar amusements.....	64,169,536	641,695	6,416,954
Jewelry, perfumes, and cosmetics .....	49,054,656	490,547	4,905,466
Sporting goods, toys, etc...	29,611,424	296,114	2,961,142
Total.....	\$379,383,488	\$3,793,835	\$37,938,349

a step forward in the taxing policy of the state. Such a tax, if levied upon the five types of luxuries named earlier in this article (see Table I), would yield estimated revenues to the state as follows:

During the year 1925-1926 the costs of elementary education in California (not including capital outlays and transfers) was \$52,088,285. Of this the state provided \$16,830,052. This leaves a balance of \$35,258,233, which was borne by the counties and districts for maintenance. A 1 per cent luxury tax would probably net 10 per cent of this amount annually. A 10 per cent luxury tax would probably net the whole amount.

#### Worthy of Consideration

As a means, not only of raising school revenues, but of adjusting the taxation to the economic ability of the taxpayers, the luxury tax seems worthy of study and consideration.

\* \* \*

## Making the Pupils Pay

FLORENCE SCHOFIELD, *History Teacher*  
*Los Angeles High School*

**T**HE Los Angeles School regulations say: In order to qualify for the automatic increase in salary a teacher must have taught at least 150 days of the preceding year. It sometimes works out this way:

**Miss A** and **Miss B** are both high school teachers who are ambitious to obtain an administrative certificate. **Miss A** undertakes to do it by carrying four hours of university extension work each term. Two evenings a week she wends her weary way to a downtown class.

She sandwiches her preparation between sets of her own examination papers, reports, notebooks, etc. She often pares off an hour from her sleep. She has little time for social affairs. Her week-ends and vacations are spent in the library, writing a paper or catching up on the assigned reading list.

Long before the year is over **Miss A** is weary; she is easily irritated. Her summer vacation she spends in school earning six more units.

She didn't do her work very well this year and she is run down for next fall but she is reckoned as worth \$90 to \$110 more to the school system the next year. **Miss A** taught her 150 days.

**Miss B** takes a one-term leave-of-absence. Perhaps she decides to go north to the university at Berkeley. (Alas, she may not go east, for the law decrees that the coveted credential may be earned only in California!) **Miss B**

registers as a regular graduate student. She throws herself into the new project with the zeal of one who is carrying out a long anticipated plan.

She is a student again, in the class, not before it. She is once more getting the student's point-of-view, which is so vital to good teaching and yet so often lost sight of.

She may be pushed and rushed by the volume of work required but what a change, what a glorious relief from the pushing she has been doing!

Like most university students she finds some time for friends and recreation. Mingling on the campus with new people and getting the latest advances in educational theory, she catches some of their idealism and enthusiasm to rekindle her own, long since burned low.

Her life has been enriched and she returns to the school-room eager to try out some of the theories she has been studying. She has not lost her health, she may even be stronger and steadier by reason of the change. She has not lost her disposition and she is wiser by 10 university credits, but, lo! she did not teach her 150 days and is therefore not entitled to her salary increase for the next year.

\* \* \*

The 1930 annual meeting of the **American Library Association** will be held in Los Angeles the last week in June, with headquarters at the Los Angeles public library and the Hotel Biltmore. An attendance of 3000 is expected.

**Orra E. Monnette**, president of the Los Angeles library board, points out that Southern California is especially rich in library development. The Los Angeles public library illustrates the large city library with modern central building and extensive branch systems. The Los Angeles County library is the largest county system in the world. There are also many college and university libraries, special and industrial libraries, the Long Beach, Pasadena and other neighboring public libraries, and the Huntington Library and Art Gallery.

Officers of the association are: President, **Andrew Keogh**, librarian Yale University library; first vice-president, **Everett R. Perry**, librarian Los Angeles public library; second vice-president, **Jennie M. Flexner**; secretary, **Carl H. Milam**, librarian Chicago public library.

\* \* \*

**The Junior-Senior High School Clearing-House** is a challenging journal for secondary school people. It is published by the American Viewpoint Society; 10 issues yearly, September to June. The editorial office is the School of Education, New York University, New York City. **Dorothy I. Mulgrave** is the managing editor. She states that "this magazine succeeds the Junior High School Clearing-House, three volumes of which have been published by S. O. Rorem, Superintendent of Schools, Lebanon, Pennsylvania.



# California's Poet Laureate: Henry Meade Bland

NATALIE HANSEN, *Teacher, Durant School, Oakland*

*I am fire and dew and sunshine,  
I am mist on the foamy wave;  
I'm the rippling note of the field-lark's throat,  
I'm the jewel hid in the cave.*

**S**O runs the first stanza of the now-famous Bland lyric, **Sierran Pan**, as it first appeared 20 years ago in the November "Sierra Educational News." It seems, almost, that the "News" had prophetic vision, for in less than a year and a half the same paper also published **The Tavern**, not a lyric, but a stately poem in iambic which had an even wider appeal than **Sierran Pan**. Then, in other periodicals, appeared three or four other lyrics, full of poetic music:—**A Song of Autumn**, **To My Students**, and the solemn **Reconciliation**. The last attracted the attention of the Stanford English Department, and has been reprinted in many periodicals, including the "Poetry Review" of London. **The Tavern** found its way to the intellect as well as to the heart.

Almost immediately **The Tavern** and **A Song of Autumn** were put into the State readers. Every child in California, before completing the elementary school course, knows these poems. Dr. Bland says figures show the two have been reprinted more than a half-million times.

It seems, therefore, appropriate for lovers of poetry to know something of this poet-teacher who has meant so much to the schools of California.

His father, Henry James Bland, was a preacher, and occupied many pulpits in the pioneer communities of California. This religious work involved living in many parts of the State, and as Henry Meade "was always part of the baggage moved," it meant a great variety of experience to the growing boy.

Dr. Bland's mother was Annot Lyle Steele Bland of Virginia, descended in direct line from the famous British essayist, Sir Richard Steele, co-worker with Addison. She was a patient and persevering woman, a helpful mate to her husband, and a loving mother to her son. It was while the family was at Fairfield, Solano County, April 21, 1863, the poet-son was born.

Later a sister, May, arrived. There were never two happier playmates than this boy and girl. May is now Mrs. Charles F. Parker, to whose home near Mills College, Fruitvale, Dr. Bland often goes for inspiration and work. Many of

the sonnets in his new series of 185 were written at his sister's.

Close associates of Dr. Bland say one outstanding feature of the poet is his tenacious memory, which goes back to the second year of his life. He will tell you of seeing and playing with the "Digger Indian" children, whom he watched fishing and then preparing their meals. He vividly remembers the killing of a snake by his father under the old apple-tree on the place. An early impression is of a sick kitten which someone tossed into the Sacramento river, but which escaped by swimming across to the opposite shore.

It is to be noticed that his early memories are about nature—birds, flowers, wild berries, animals, and the wonderful Sacramento river, on whose banks he lived a number of times.

Dr. Bland first attended school in 1869 at South Butte, Sutter County. He later was a pupil at San Luis Obispo, at the Brittan School, Sutter City, and at the Indian Spring School, Nevada County, in which Bret Harte once taught. Here, at the age of 10 years, was his first real life in the Sierra Nevada.

While living in San Luis Obispo, 1870, Dr. Bland had his first contact with the California-Spanish life. Here, at the age of 7, he picked up Spanish from the boys on the school grounds and listened eagerly to the unusual chorus of mission bells which rang morning, noon and night.

During his early schooling he discovered reading was his only obstacle. This was due to the too-advanced reader given him. A short time later, owing to a change of residence to where there was no school, the boy taught himself reading out of a big book of "Mother Goose Melodies" given him, on leaving San Luis Obispo, by Susan Haslam, his teacher. From this time reading was his one great pleasure, and he was in the most advanced reading classes, using McGuffey's Sixth, far beyond his years.

Many teachers made lasting imprint on the boy's flexible mind. Some inspired a love for music, while others encouraged public speaking, gave him power in gleaning thought, and a try-out in oratory.

In 1882 Mr. Bland Sr. sent his son to the University of the Pacific, now the College of the Pacific. Many fruitful years were spent

here. While winning his Bachelor of Arts, his Master's and his Doctor's degrees, he was employed to teach in the college.

ONE can readily see how his early education, such as Latin, Greek, and grammar, prepared him to become an expert in prose, poetry, and short-story writing. It is an easy task now for him to compose a sonnet. He has been known to do so at the blackboard before a class of over 100 students. The truth is he toils incessantly at his chosen art, and effectively makes it hand-maiden to his English work.

Dr. Bland graduated from Stanford with the degree of Master of Arts in English philology with the class of 1895. He is therefore a Stanford pioneer and a class-mate of President Hoover. The University of California counts him an alumnus, as he was a graduate student there in 1898-99.

After successful experience in elementary and high school principalships, he became professor of Creative English in the San Jose State College, where he has served for 30 years.

Dr. Bland was married in 1886 to Miss Annie Mabel Haskell of Bangor, Maine, and for 18



Dr. Henry Meade Bland

years lived at 930 Hedding Street, San Jose, where he and Mrs. Bland entertained extensively. She was a delightful hostess and many literary notables were their guests during these happy years. Here came Jack London, Joaquin Miller, Jacob Riis, Warren Stoddard, Ina Cool-

brith, George Sterling, George Wharton James. Hours of fine literary association grew out of the Hedding Street residence.

In latter years Poet Bland has become more than ever a student of the art of rhyming. In 1920 he made it a business to go beyond the simple lyric forms to master the most difficult poetic verse, including the sonnet, with old French forms, and not neglecting even the chant royal. After much practice he accomplished the double chant royal of eleven five-line stanzas and an envoy—**The Search**—achieving what had never been done before in English. He also wrote a verse, **The Keeper of the Sheep**, portraying the old Californian Spanish life.

Dr. Bland considers his most perfect chant **The Quest for Cosmic Beauty**. The first stanza of this is:

There is a song with me by night, by day;  
With mellow cadence, or with troubled sigh.  
Like to a child it runs in merry play;  
Or, like a winter wind, goes murmuring by.  
Lilt, lyric voice, and shape the magic word;  
Break the deep gloom, and let the heart be stirred.

Still comes the song in sad or whirling strain,  
Echoing a joy or sorrowing at pain.  
Go questing, O my soul, for the Supreme!  
Beat, O proud spirit! Yearn and attain.

Thus be it given to know the Perfect Dream!

Mr. Bland was made "The Laurel-Crowned Poet of California" by the last California Legislature. The measure went into effect March 21, 1929. Since his appointment he has responded with more than 40 poetic readings to California audiences. He is professor of Creative English in the State College at San Jose, and lecturer of poetic composition, on the poetry of Robert Browning, and on American humorists, for the extension department of the University of California. Eight volumes of poetry and three of prose are a part of his work.

#### • A Rich and Fruitful Life

Mr. Bland has many literary and educational interests. He is a specialist in the poetry of Robert Browning; is chairman of the Edwin Markham Chapter of the Poetry Society of London; has edited three interesting Anthologies: "The Golden Gate Birthday Book," "A Day in the Hills," and "A Day of Poetry." He was the prime mover in the restoration and preservation of the Edwin Markham Home, San Jose, where the earliest draft of **The Man With the Hoe** was made. He is the biographer of the poet, Joaquin Miller, and this work is now nearly completed. He has won international recognition in poetry contests.

His home is at Linda Vista, east of San Jose, on the rim of the Mount Hamilton Hills.

# Physical Education in Elementary Schools

## Procedures for Selection and Grade Placement of Activities

N. P. NEILSON, *Chief, Division of Health and Physical Education  
California State Department of Education*

**W**HEN attacking the problem of providing a state course of study in physical education for elementary schools, one is faced with the necessity of making several decisions of major importance. Some of the questions to be settled are:

1. *Shall the course include content falling logically under the term "Health Education," or exclude this material?*
2. *Shall it be built for a six-grade elementary school; an eight-grade school; or both?*
3. *Shall it be limited; be more or less specific; or be general in nature, with expectations that local schools will make local adaptations?*
4. *Shall it be graded, and if so, how?*
5. *How much research effort, and how much most shall be put into the project?*
6. *What procedures shall be used in the selection, classification, gradation and arrangement of materials?*

In my opinion, a state series of manuals in Health and Physical Education should include five separate volumes:

1. Physical education activities for elementary schools.
2. Physical education activities for secondary boys.
3. Physical education activities for secondary girls.
4. Health supervision and instruction for elementary schools.
5. Health supervision and instruction for secondary schools.

It may be of service to others faced with these, or similar problems, to record here the decisions made and procedures used in constructing the **Manual of Physical Education Activities** for California Elementary Schools. I shall present them in brief form, but not necessarily in logical order or in order of importance.

1. The manual was planned for elementary schools having grades 1-6, or 1-8, in all localities, and with varying conditions of teacher experience and physical facilities.

2. State manuals of health and physical education from other states, and a great many books published in the field bearing generally and specifically upon the elementary school problem, were collected and used as source material.

3. After numbering the references from 1 to 117, each reference was studied in turn for the

names of activities and their grade placement where given. The names of activities were written on individual cards kept in alphabetical order and each card made to show the number of the reference and the grade placement assigned. This study, when completed, gave a frequency distribution of appearance and grade placement for each activity.

4. The same activities appearing under different names were eliminated, thus doing away with duplication of titles.

5. The activities were classified into eight categories, namely: story plays, mimetics, hunting games, relay races, rhythmical activities, stunts, individual athletic events, and athletic games.

6. Seven criteria were selected against which to judge whether each activity reviewed should be retained or rejected. (Example—the activity should provide for the largest possible number actively participating at the same time in any one minimum group.)

7. All the available references on one activity were read one after the other (this being possible because of the card index scheme) and the best description or combinations of descriptions selected in cases where the activity was retained.

8. The selected activities were given grade placements as determined by the authors' experience with the activity, the grade placement frequency distribution and the apparent level of difficulty as judged by reading the description. The grade placement may be revised in the future in the light of experimental evidence obtained in the field.

9. The selected descriptions were then analyzed in detail as to clearness, expression and completeness. Many were re-written in part or wholly.

10. All diagrams of courts, fields, music, etc., were placed with the appropriate description.

11. The general material in Part I was written and arranged in order.

12. Material was revised in the light of suggestions given by members of the California Curriculum Commission and two special reviewing committees.

13. Manual printed and distributed to the schools through city and county superintendents.

# HAIL TO DEAR OLD WHITTIER

Harmonized by  
BURTON ARANT

*Dedicated to Dr. Walter F. Dexter*

Words and Music by  
HERBERT E. COLLINS

*mf*

Fair - est of all in Cal - i - for - nia, And a gem in the crown of the  
Here mid the flow'rs and the sun - shine, In a land where the sky's ev - er

*mf*

West, Whit - ti - er, our Al - ma - ma - ter, Sweet - est  
blue, Al - ma - ma - ter we a - dore thee With —

name in the land of the blest; See — our col - ors gai - ly  
hearts that are loy - al and true; We stand for the best there is to

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wav - ing, Roy - al pur - ple and gold, And we'll  
stand for, And our love to our mo - ther we'll show, And we

*cresc.*

fight for the right as our fa - thers In the day when knights were bold  
pray do thou lead us to vic - t'ry As forth from thy halls we go

*f* *rit*

## CHORUS

Then hail to dear old Whit-tier, Proud mis - tress of the West, With

*a tempo f*

heart and voice we praise thee, The one we love the best *sva*

*broadly*

## Project-Work in the Kindergarten

GERTRUDE A. McELHATTON, *Roosevelt School, Long Beach*



INDERGARTEN work is becoming more and more interesting each year. I believe one of the main reasons is because of the growth in our project-work.

With project-work we find that each day the children are bringing something new and interesting to the kindergarten. By so doing it is a question which is most interested and enthusiastic—the child or the teacher.

At first in our projects we used only the materials provided for us in the kindergarten room. Only a small group out of a class would be working on the project, while the rest of the group were engaged in various other activities. At that time the group discussions were difficult as there were always children who were not interested enough to take part. But as our project-work grew we found so much interest on the part of each child that the period for discussion did not seem nearly long enough.

We know that all children are interested in activities which are related to their own home or community. At the beginning of the year the children usually bring something from home that suggests the starting of a project in the school-room. For instance, Mary might bring her doll to school, then several more girls bring their dolls and we realize we must have a place for them. Thus we have the beginning of a home project.

The children can bring waste materials from home. These materials, with what we already have in the kindergarten, furnish plenty of work for each child; each one using the material he thinks is best for his work. One child may choose to make his chair out of paper; another may think it should be made of cardboard; another of wood; and still another out of blocks. When the chairs are made the group chooses the one that is most suitable for the home.

As the home project continues, the children are always making suggestions for new work. They will want a garage for the house; then a car for the garage; then a filling station for the car, and so on

Before they realize it the kindergarten room is being turned into a small community. That means several units of working going on at the same time so that each child will always find plenty of work to do. But the real fun comes when they can actually play with the things they have made; thus bringing about a realization of the activities in which they are most interested.

So project-work can be used extensively in the kindergarten. Once it is started it is impossible to go back, and the more projects the more fun it is. There is nothing so satisfying as to see each child active to his response to his environment, to see the children working together and rendering service to others.

Some teachers might think that the work involved is too complex, especially at the beginning of the year. We have found that a project can provide every kind of work, from the very simplest for the inexperienced child, to the more difficult tasks for the older ones.

Another question that might arise is: Can the child be kept interested for as long a period as it takes to complete a project? Yes, the child is very happy in his work until the whole project is completed, because it provides a series of interest, and finally a realization of a finished article.



*Project-work is a regular feature of the modern progressive kindergarten. Children learn through purposeful activities.*

# The Six Year High School

## II: Improving the Small Secondary School

JOHN H. NAPIER, JR., *Superintendent of Schools, Emeryville*

**W**HY use the six-year high school unit instead of segregated junior high schools and senior high schools?

The fundamental thesis upon which an argument for the six-year high school is based is that secondary education should begin two years earlier than in the traditional type of school; that is, with the seventh grade and normally at the age of 12. This idea is not new nor revolutionary, having been voiced as early as the seventeenth century by the great educational reformer, Comenius. In this country President Eliot of Harvard in 1888 protested against the length of the elementary period of schooling. The Committee of Ten in 1892 definitely recommended the beginning of the secondary period two years earlier, leaving six years instead of eight to the elementary school.

From the time of that report the idea has rapidly spread until the re-organized secondary school is generally accepted throughout this country. California is notable for the practically universal acceptance of the re-organized secondary school in her cities, and the almost universal non-acceptance in the smaller high school districts.

The chief arguments for the re-organized periods of elementary and secondary education may be briefly summarized as follows:

1. The period originally allotted to elementary education should be shortened. Expert testimony indicated that much of the material taught in the elementary grades may be eliminated without loss. In many states the elementary period is now but seven years in length; evidence is lacking to prove this seven-year period too short.

2. The six-year articulation is regarded as a better beginning place for secondary education because it coincides more nearly with physiological and psychological changes which the child undergoes.

3. The school for the early adolescent should provide opportunities for exploration and guidance. These features cannot be properly provided for in the traditional type elementary organization.

4. Children over-age and retarded should be exposed to vocational experiences (beyond the range of the average elementary school) before reaching the compulsory age limit.

Practically all high schools re-organized on this new concept of secondary education prior to 1909, were organized as six-year high schools. Later the cities found that the organization of

the three lower grades of this six-year period into a segregated institution, known as the junior high school, proved more adaptable to their needs. With large numbers of secondary pupils, it was an easy matter for them to set up separate junior and senior high schools. Small communities have found it difficult to develop separate junior high schools because of the small number of pupils in the junior unit as well as the expense of separate institutions, and have been forced to develop junior high schools in connection with senior high schools or elementary schools. From the standpoint of small junior and senior units, combination into one secondary unit is preferable.

Professor Spaulding of Harvard, in a recent study of the small junior high schools of Massachusetts, found that in most particulars the six-year high school excelled the small separate junior high school. He recommended that in order for junior high schools to realize the purposes for which they were developed the minimum number for separate junior high school organization should be not fewer than 50 pupils per grade. Any school enrolling less than this number should use the six-year organization.

Professor Calvin O. Davis, of the University of Michigan, places the minimum still higher, for he thinks no system should organize separate junior and senior high schools unless the two of them enroll more than 500 students. Other authorities say that with enrollments of 500-1000 in the six-year unit, the units should be adjacent at least to permit full use of expensive facilities such as gymnasiums, shops, etc.

**L**ET us now consider the particular merits of the six-year high school in small California communities:

In the first place, we contend that junior high school advantages should be extended to all of the children of the state. The junior high school has justified itself in the cities of this state and ought to be extended to provide the same educational opportunities for all pupils of junior high school age whether living in city or country.

In justifying the small junior high school in California, whether as a separate institution or as a lower division of the six-year high school, one should not compare it with city junior high schools and condemn it for its shortcomings,

but rather compare it with the old elementary school and see whether or not there is improvement over the old type of organization.

Better adjustment of pupils' programs is made possible and retardation reduced. Where there are enough pupils of the junior high school period to justify it, segregated junior high schools ought to be established. For the small community maintaining both junior and senior high school divisions however, the only practicable thing is for the six-year high school unit to be used.

In the second place the small high schools of this state will be improved. By using the combined six-year unit a better arrangement of teaching schedules will be made possible because of a larger faculty, thus permitting a greater degree of specialization on the part of teachers.

The extra-curricular programs of most small high schools are restricted because of the small enrollment. The combination of the six upper grades in one group means for the small school opportunity for broader and more varied social relationships through pupil organization, school assemblies, social affairs, and school and community events, than is possible with segregated junior and senior units.

A six-year unit gives a better unit for the carrying out of a guidance program than two segregated units of three years each. Another advantage claimed for the six-year high school is that it is more economical than separate junior and senior high schools because of the common use of expensive building space, such as library, laboratories, gymnasium and auditorium. This advantage of course is greatest when the junior and senior high school units are small, and decreases as the size of those units increase.

Still another advantage of the six-year combination for the small community with few students in junior and senior units, is that it meets the needs of those pupils who drop out at the ninth or tenth grades. The six-year school permits the combination of junior high school academic levels with senior high vocational levels. Over-age students may be given the benefit of expensive shops and laboratories not available to the small junior high school.

Perhaps the most crying weakness in the educational system of this State is that of the poor articulation existing between elementary school and high school in the union high school districts. Since each institution is independent of the other legally and financially there is no incentive for them to work together. Very often there is an unhealthy rivalry between high school

authorities on the one hand and elementary school authorities on the other, as well as a difference in points of view as to the purposes of education and how they may be accomplished. This duality of control is a very effective barrier in this state towards the development of six-year and junior high schools. We cannot hope to accomplish the most educationally for the children of this State until all such barriers are leveled.

Some of the points I would suggest to those contemplating this form of organization are:

1. The faculty should be integrated and unified, and the majority of the staff should teach throughout the whole range of the course of study from grades 7 to 12. This makes for greater subject specialization and greater flexibility in arranging teachers' schedules. However, a possible weakness to be guarded against is that Senior high school teaching technique may be carried down into Junior high school classes. This should not be allowed.

2. The junior division of the school should approximate the best practices of the segregated Junior high school, and provide for departmentalization, promotion by subject, ability grouping, where possible; provision for exploration and vocational guidance, and the like.

3. In extra-curricular activities the interests of the Junior high school children should be guarded carefully. In some activities it is well that they share them in common with Senior high pupils, while certain other activities should be participated in by each group separately. The administration should never permit Junior high pupils to become submerged in the extra-curricular program.

4. Disciplinary methods must of necessity be flexible, because of the difference in ages between the groups. However, we have found in our situation, (a separate Junior high school having been maintained for two years before being changed into a Junior-Senior high school) that the presence of the older students makes discipline relatively easier in the school. They set a pattern which tends to curb the boisterousness of the younger pupils. The younger pupils react just as favorably as the older pupils to the merit system, and other such disciplinary devices.

5. Some plan of home room organization should be used to keep in close touch with the Junior high school students, so that they won't be completely lost in the new environment. We find this plan valuable in the Senior high school division as well.

6. The importance of Junior high school graduation should be minimized. Nothing should be done which might tend to create a gap between Junior and Senior divisions of the school.

#### A Few Recommendations

1. The State should encourage the formation of six-year high schools and junior schools. This should be done by extending some form of state aid to such schools, somewhat on the same basis as aid is now extended to regular four-year high schools.



2. For the small secondary unit, the junior cycle of grades 7 to 10 and the senior cycle of grades 11 and 12 are to be preferred for the following reasons:

(a) The end of the junior cycle (grade 10) coincides normally with the end of the compulsory age limit.

(b) By splitting the regular high school grades two and two a better unit is given the small secondary for the use of administrative devices to increase the richness of subject offerings such as subject alterations and the like. For example, certain subjects might be open alike to ninth or tenth grades and certain other subjects open to eleventh or twelfth graders.

(c) Such an arrangement gives the small community a good stopping place for its secondary school if it is found inadvisable for the complete six-year unit to be maintained through lack of finances or students. For the last two years of high school, students could be sent to centrally located senior high schools or to the new type of secondary unit which is now being experimented with—the four-year senior high-junior college.

(d) This junior unit of grades 7 to 10 should be absolutely freed from college domination. The Committee of Ten in 1892 recommended that "the colleges of the country should accept for admission to appropriate courses of their instruction the attainments of any youth who has passed creditably through a good secondary school course, no matter to what group of subjects he may have mainly devoted himself in the secondary school". It seems that this is very wise counsel for the colleges of today, and especially so with the work done in the junior unit. The last two years is a long enough period for the small high school to devote to strictly college preparatory courses. Catering to college preparatory demands is the chief reason for the ineffectiveness of the small secondary school.

#### Conclusion

*In conclusion may I say that the re-organized secondary school is here to stay. The only thing that is delaying its progress in this state is our dual system of school control. Elementary districts and high school districts should co-operate and develop some workable plan for carrying out this idea. Where there are enough students to justify separate divisions for junior and senior students, then the three-three plan is urged, but where there are not, the merits of the six-year high school should be investigated.*

\* \* \*

**L. E. Chenoweth**, superintendent of Bakersfield city schools, reports that the 171 Bakersfield teachers are enrolled 100 per cent in the California Teachers Association.

## California Child Poets

"**POEMS CHILDREN WRITE**" is a mimeographed book, with illustrated cover, comprising poems and other literary creations by the children of the Luther Burbank School, Santa Rosa, of which Mrs. Marian Gregg is principal.

The following are characteristic verses:

### Fog

**T**HE fog comes every morning  
It covers the ground  
It makes the trees look like shadows,  
When you are far away.

Oh Fog: you make everything so white,  
You cloud from the sky  
That comes down to visit us.

*John Zuur, 11 years.*

### The Poplar Tree

**T**HE Poplar tree  
Rocks so gracefully,  
In the swaying breeze.  
The Poplar tree  
Sways so gracefully.

*Jean McKillop, 12 years.*

### The Clock

**L**ISTEN to the clock  
Going, tick tock, tick tock,  
I wonder if it ever gets tired  
Of going day and night.  
As I look up at it  
It seems to say,  
"Good-day, good-day,"  
And when I'm going home from school,  
It says, "Good-night, my little friend",  
And I say, "Good-night, old fellow."

*Joe Kelly, 12 years.*

\* \* \*

## The Desert

By **THEODORE DAY**, Grade 5, age 10

**W**ITH mines of old  
Which gave out gold,  
With cactus gray  
And trees of bees,  
Lies the desert.  
Throughout the day  
Through the sky with ease  
Flies a black buzzard  
Through the white heart  
Of Mojave.

—Sent by Mrs. Elizabeth Dodge, Teacher, Oro Grande School.

## A Method of Motivation

Application of athletic field methods of instruction to classroom studies.

DON B. CRAMER  
*Yuba City High School*

IT has long been a quandary as to how the athletic coach is able to get excellent results from an individual student who is almost a total loss in the classroom. As both a coach and an academic teacher I have applied the principles of athletic instruction to the classroom with excellent results.

No coach can expect to get far with his squad unless he has them well-grounded in the rudimentary fundamentals of the game at hand. Second to the working knowledge of the game comes an active interest in the subject. To get this element of monotony must be removed from the work. This can be done only by planning the season's program in advance. Organization of a classroom program so as to offer the most varied approach will show the best result.

In athletics the most valued man is the one that is the most resourceful. The half-back who can think through a situation which he has never met before, is usually the one that will start the game. If classroom work is cut and dried to follow a set standard, native resourcefulness has no opportunity of expression, no chance to develop.

An outstanding factor in the human make-up is self-valuation. This trait is best brought out by active competition. In athletics this competition is offered between individuals for places on the team and between teams. A good coach will keep alive this competitive effort within his squad throughout the season. Thus the interest is quickened and the best given by each member of the squad in an honest endeavor to excel. If active recognized competition is carried on within the classroom, the effort to excel will stand out.

If the classroom work is so organized as to offer a program planned in advance to give the greatest interest by its variation (with a leeway to encourage individuality and an opportunity to be recognized for excelling) backed by a strong foundation in fundamentals, the natural result is a **higher class standard**, brought out by a real pleasure in the work.

### Ideals of Sportsmanship

DURING the World Federation Conference at Geneva, one of the Herman-Jordan committees studied the subject of international sports as a means of creating international friendliness. Daniel Chase of New York, as chairman of the committee, recommended the following ideals of sportsmanship:

1. Acceptance of defeat graciously.
2. Winning without boasting.
3. Making a good fight regardless of odds.
4. Playing with good temper.
5. Teamwork.
6. Avoidance of playing to the grandstand.
7. Overcoming the desire to win at any cost.—

Mabel R. Ellis, San Francisco.

## The San Joaquin and Its Children

CREE T. WORK  
*Central Union High School*

A FRINGE of white across the east  
Where snows eternal rest,  
While sunset brings a line of gold  
Along the entire west,  
And all around on every hand  
The beauteous mountains bound the land  
Of San Joaquin.

'Tis here our lot's been cast, to show  
To ardent, flaming youth  
The secrets given by God of Time  
And His Eternal Truth;  
While all around young lives inspire  
Us in the land of heart's desire—  
The San Joaquin.

And here we consecrate our best,  
And give what in us lies  
To those who trust us with their all  
And fix on us their eyes,  
While to them all our hands we reach  
And try each one the truth to teach,  
In San Joaquin.

So, here's to mountains capped with snow  
To which we lift our eyes  
For help, while in the valley broad  
We pledge anew our lives  
When we again put forth the hand  
To teach the children of the land  
Of San Joaquin.

And here's to all the human life  
With which our domain teems,  
Including girls and boys throughout  
The Valley of our dreams.  
We give to them our heart and hand—  
The children of this favored land  
Of San Joaquin.

\* \* \*

### Appleton's Books for Young Folks

D. APPLETON and Company, publishers, of New York and London, issue an extensive and excellent series of stories for girls. These stories are well-printed, with illustrations, and are listed at \$1.75 to \$2.50.

Among recent titles are *R. Blake's Way* by Margaret Warde; *The Mystery at Star-C Ranch* by Hildegard Hawthorne; *The Runaway Rebel* by Doris Pocock.

Other volumes in this series are.—

*Cherique* by Mary F. W. Porcher. A Southern girl and her chum from the North enjoy some thrilling experiences on a Western ranch. \$1.75.

*The Second Trail* by a group of English authors. Outdoor adventures in woods and fields, told in delightful stories and poems for girl readers. Illustrated. \$2.50.

*Spindlespooks* by Zillah K. MacDonald. A group of lively girls and boys solve a spooky mystery in an old house. \$1.75.

*Alice in Jungland* by Mary Hastings Bradley. The charmingly told story of a little eight-year-old girl's visit to the heart of Africa with Carl E. Akeley, the famous explorer. There are many photographs and drawings by Alice herself. \$2.00.

## Basic Music for Every California Child

MISS LYRAVINE VOTAW\*

*Director of Public School Music, Bush Conservatory, Chicago*

**W**HILE music teachers have been much concerned that music should be a universally accepted subject in our school curriculum, and become a real educational force on the same basis of credit as other subjects, we have not been so watchful at each step of the way.

Music should fill the needs of the child at each juncture and in each part of his being, building up desires and reactions that shall bring to him (in adult life as well as during his school days) satisfaction of his physical, mental, and social nature.

School music should become so thoroughly a part of the child that we should hear him singing his school songs at home, on the playground, and in groups with playmates as they meet. The singing games and folk dances should find expression on the playground as well as under the teacher's direction in the schoolroom. In short, music must be made to play a part in the everyday life. Music must live for them.

"The progress of a people," says Emile Jacques Dalcroze, "depends upon the education given to its children. If it is desired that musical taste shall not remain the prerogative of the cultured few, but shall penetrate the real heart of the whole people, I repeat that a genuine musical education—like the teaching of science and morals—should be provided at school. Making music a compulsory school subject is the only sure means of mobilizing the vital music forces of a country."

The exhilaration of the Rhythm Band, class piano instruction and the enormous magnitude of the orchestras and bands, large and small, young and old, show what a hold the instrumental education has upon our boys and girls. Girls as well as boys like to handle things and make things go. So do you and so do I. Why on earth didn't we music teachers think this all out before? How much more fun and how much more effective to do it in groups!

The Rhythm Band is an excellent precursor of other group instrumental instruction before the children are advanced enough in sight reading to do things other than by direction or imitation. Some one has suggested that rhythm should not be taught apart from melody and I

\*Miss Votaw is nationally known in the field of public school music. She has written an illustrated bulletin on "Developing Rhythmic Recognition in the Child", published by Ludwig and Ludwig, 1611 N. Lincoln Street, Chicago, and distributed by them gratis to teachers and supervisors.

quite agree, for melody and harmony are being heard all the time. In the Rhythm Band the rhythm is being emphasized and concentrated upon.

Yes, I like the term "Rhythm Band" better than "Toy Symphony," because to me it better describes what it really is. It is used for the purpose of instilling a feeling for rhythm. Only rhythmic or percussion instruments are used in it.

By whatever name we term it, it is a useful and pleasing group activity for the school room in the grades. I find very little use for scores to be placed in the hands of pupils. The teachers should have definite scoring of the instruments with the music, not aside from it.

Rhythmic instruction of many kinds is given its legitimate place in the progressive schools of the country.



Barton Barnett of Halfmoon Bay, one of the youngest bandmen in the world; age two years and ten months. His mother has organized some highly successful rhythm bands.



Children's rhythm band, Santa Ana, organized and taught by Marie Hamil

### California Curriculum Commission

**C**ALIFORNIA Curriculum Commission met for its regular quarterly meeting at Hotel Huntington, Pasadena.

The Commission adopted a procedure which is to be the guiding plan for its study of textbooks submitted for recommendation for adoption. The procedure which is to be followed by the Commission in this respect is here quoted in full:

**"First:** Each individual member of the Commission will study each book presented, whether it is a book in his own particular field of special interest or whether it is a book of another field. From his own study, he will raise questions and also form an opinion.

**"Second:** Each individual member of the Commission will secure the advice and opinion of others to whom he may particularly care to refer in the matter of the study of the book in hand. In this connection, Commission members may consider that they may refer to superintendents, course of study experts, specialists, groups of teachers, or principals and supervisors. Commission members may carry on a progressive individual study in this manner with such groups and under such direction as they may choose, guarding always that their procedure be impartial, fair, and especially for the purpose of securing information upon which to base final opinion. It is understood that these personal investigations be confined to the administrative unit in which this member works unless otherwise approved by the commission. It is further understood that all evidence so secured shall be made available to the entire commission for its use before final recommendation of a textbook is made.

**"Third:** The Commission may designate a particular group of individuals to whom may be assigned the responsibility of making a special study of a certain text or body of materials presented for the consideration of the Commission.

**"Fourth:** In the study of books submitted, the activities of the Commission shall be confined to consideration of the complete educational merits of the books."—Vierling Kersey, Chairman.

### Retirement Salaries

**R**ETIREMENT salaries were granted by the California State Board of Education, September 27-28, at its regular meeting, Pasadena, as follows:

#### \$500 Per Annum

Mrs. Ida M. Alexander, Lake County  
 Agnes P. Barry, San Francisco  
 Virginia L. Blalock, Porterville  
 Mary Bradley, Berkeley  
 Caroline P. Brown, Ventura  
 William R. Chandler, Glendale  
 Minnie Coulter, Santa Rosa  
 Carolyn P. Crossman, Los Angeles  
 Alice G. Crowell, Los Angeles  
 Jessie B. Emerick, Santa Margarita  
 Emma Field, El Cajon  
 Ruth Graham, Los Angeles  
 Mrs. Clara G. Gulling, Clío  
 Mrs. M. J. Henry, Los Angeles  
 Ida Irene Hill, Oakland  
 Jeannette C. Hillman, San Francisco

Agnes E. Howe, San Jose  
 Helena E. Joy, San Francisco  
 Loretta B. Kaler, Murphys  
 Harriet May Keating, Stockton  
 Louise L. Kidder, Berkeley  
 Melva Latham, Geneva, Ohio  
 Elizabeth Morrison, Los Angeles  
 Fannie D. Noe, Upland  
 Sarah M. Pinkham, Pescadero  
 Mary Powers, Pacific Grove  
 Selina Sharpe, San Luis Obispo  
 Ida E. Shaw, San Francisco  
 Charlotte S. Smythe, Los Angeles  
 Jonas Soldner, Fresno  
 Ella C. Stanton, Georgetown  
 Elizabeth Stokes, Oakland  
 Martha H. Thompson, San Rafael  
 Mrs. Nettie C. Tittle, Modesto  
 Martha A. Trimmingham, Sunol  
 Howard L. Wilson, Bloomington  
 Edgar F. Zumwalt, Sacramento

### Under Section 9 of the Law

Mary Cecella Bianchi, Colfax  
 Mrs. Lulu Allen Coe, Holtville  
 W. B. Cutler, Santa Cruz  
 Lucy A. DuBois, Los Angeles  
 Mrs. Josie Forbes, San Francisco  
 Ada P. Huston, San Francisco  
 Katherine S. Malcolm, Eureka  
 Frank B. Schofield, Mojave  
 Violet Shepard, Fresno  
 Susan Estelle Shoemaker, Oakland  
 Mary C. Sweeney, Sacramento  
 Mrs. Maybelle B. Waite, Modesto  
 Mrs. Rosalind Waters, Oakland  
 Helen D. Watson, Sebastopol  
 Elbert M. West, Fresno

The board adjourned to meet in Sacramento in regular quarterly session and in joint session with the State Teachers College Presidents on January 6, 1930.—Vierling Kersey, Executive Secretary.

\* \* \*

### Tenure in the Philippines

**C**HARLES E. HOYE, supervisor of attendance, Los Angeles City Schools, in an interesting article concerning the schools of the Philippine Islands, makes the following statement concerning teacher tenure and retirement salaries in that archipelago:

"California has a tenure law. The Philippines have but little **tenure law** but the teachers have **real tenure**. Teachers are of two classes: insular and municipal. Insular teachers are appointed by the Insular Director of Education, and are subject to civil service rules, including tenure; they are normal or university graduates and those who have qualified in the civil service examinations.

"Municipal teachers are generally not trained teachers; they are appointed by the provincial (county) superintendent and are subject to removal or transfer by him. They have no legal tenure, but no superintendent would dare remove a teacher without just cause.

"Teachers pay 3 per cent of their salaries and the Government an equal sum into a pension fund. After 20 years' service a teacher may retire on 40 per cent of his salary. Example: An American teacher retired recently after 23 years of service, salary \$2500, pension \$1000 annually."



## State School Support

*U. S. Office of Education*

**W**ITHIN the past decade practically every state has endeavored in some way to equalize school opportunities by increasing state aid to poor communities.

Some examples of increased state participation in school support during 1926-1928 are:

The **Alabama** legislature appropriated \$900,000 annually to be known as the state equalization fund for equalizing opportunities in public schools which provides under certain conditions increased support for rural schools, libraries, normal schools, and elementary and secondary schools; it also appropriated \$600,000 for the support of public schools for a minimum term of seven months.

The **Arkansas** legislature created a state revolving loan fund to aid needy school districts in repairing, erecting, and equipping school buildings.

Four-fifths of all license or franchise fees received by the state tax department in **Delaware** was ordered to be paid to the state treasury to be used by the state board of education for the support of the public schools.

The school revenue was increased in **Florida** by levying a 1-cent tax on each gallon of gasoline, by levying an additional one-quarter mill on all personal and real property, and by imposing a state and county license tax on all automobile tire and tube dealers.

**Louisiana** provided additional state school revenue by increasing the severance tax and including in said tax carbon products obtained from natural gas.

A **Montana** act created a state common-school equalization fund and made the state board of education the common-school equalization board.

In **North Carolina** an act was passed which provided for more adequate distribution of the equalization fund. The amount due from the state to counties shall be the amount by which the necessary cost of six months' school exceeds

the amount produced by a 40-cent levy on each \$100 valuation in the respective counties.

The state equalization board was authorized to allow \$2000 to any county when in the opinion of the board the said county has made efforts deserving of aid for the improvement of the teaching personnel. The legislature authorized the issue of state bonds to the amount of \$2,500,000 for special building fund to be loaned to county boards of education to aid in erecting school houses. It also authorized the issuance of state bonds in the amount of \$2,000,000 for permanent improvement of state colleges and normal schools.

The legislature of **Oklahoma** provided for a special school equalization fund not to exceed \$1,500,000 per annum, and for its distribution by the state board of education. This equalization fund is created from 25 per cent of the revenue tax on oil, gas, and other minerals.

The funds shall be apportioned on the following basis: Districts must levy a tax of 15 mills to become eligible to state distribution; average daily attendance considered; eight months' school term required to become eligible to state distribution; weakness of districts; transfer and transportation of pupils considered; total annual expenditures per pupil in average daily attendance shall not exceed \$45 per pupil; districts which pay athletic instructors more than \$125 per month shall not participate in this fund.

**Tennessee** authorized the expenditure of \$1,000,000 for building and repairing rural public school houses in the state.

The **Wyoming** legislature provided for the distribution of oil, gas, or mineral royalties from leasing of schools lands; 33½ per cent of such royalties shall be paid into the state treasury and be credited to the land income fund for the benefit of the schools.

\* \* \*

### California Kindergarten Primary Association

**A**T the annual meeting of the California Kindergarten Primary Association held at Mission Inn, Riverside, November 29 and 30 the following were elected to serve as officers for the association for 1930 and 1931.

**President**, Lavinia McMurdo, San Francisco; **recording secretary**, Nell Hamilton, Fresno; **corresponding secretary**, Florence Winter, San Francisco; **treasurer**, Frances Giddings, Los Angeles.

**C**HARLES ALBERT ADAMS, general chairman of the state committee on **Public Schools Week**, has recently made an announcement concerning the 1930 observance which reads in part as follows:

**Monday, April 21, 1930**, is the date fixed for the commencement of the eleventh annual observance of Public Schools Week.

Experience has shown that the most attractive program that can be arranged is one in which **an exhibit of school work** is a prominent feature. With this early notice every school will have ample time to prepare such an exhibit if desired.

It is desirable that the committee of arrangements include a representative from **every civic organization** in the community wherever this is possible.

## The School as a Corporation

Mr. George M. Green, district superintendent of schools at Inglewood, and principal of the Inglewood Union High School, in the course of an address recently given before the Inglewood Rotary Club, made the following interesting and significant statements concerning the public schools:

**F**OR the purpose of this talk I am going to assume that I am the manager of a corporation. My similes may be far-fetched and my metaphors rather mixed. We are organized along the lines of a corporation. We have a manager, his assistants, and his journeymen. There are the Board of Directors and the individual stockholders, and yet in our corporation we have some very singular conditions, which probably cannot be found in any other corporation or business represented in this room.

In the first place, our raw material comes to us ungraded and unselected. Ours is the only raw material that insists upon having a voice in deciding to what use it shall be put. Suppose that in Bill's chair factory his journeymen selected a piece of wood for a kitchen table and this piece of wood insisted that it should be made into a sideboard or a davenport! In the second place, ours is the only corporation in which the man who furnishes the raw material demands the right to say to what use it shall be put. When Ed Harris furnishes me with a shipment of lumber, he does not care in the least whether I build a garage or a mansion.

Ours is the only corporation in which the individual stockholder feels that he has the right to criticize publicly or privately the individual journeyman. In no other corporation represented here would the individual stockholder dream of criticizing the individual workman; he would lay his complaints before the manager or the Board of Directors. In no other corporation represented in this room would a journeyman receive a letter like the following:

Miss Teacher:

I would like to know if you had any reason for bossing Sally Jones around as you did Wednesday. Will you keep your tongue off the Jones girls? We are not the only ones that is finding fault. The next thing you will be turned in to the school board. Both Mr. Jones and myself are property owners, taxpayers and

voters. I suppose you know what that means. Perhaps you cannot read between the lines.

Mrs. Jones.

Then our factory has been dominated in the past largely by one jobber—the college—who takes a limited supply of our product. This jobber has been feared by manager, Board of Directors, and journeymen. He has demanded in the past that we turn out bookcases only, and he has not seemed to be very particular as to the material of which the bookcases were made—whether Oregon pine or redwood or birch or mahogany—just so long as these would hold and fit certain definite volumes. Sometimes this jobber has been willing to take vaulting poles, baseball bats, and tennis racquets in addition to bookcases.

Then we are supposed to have a partner in the home, but the American home has become a place where you go to change your clothes in order to go out again. The American Home is letting go of its end of the burden.

Another partner is supposed to be Society, and Society is all at sixes and sevens. Society does not know whether it is coming or going. It has lost sight of the eternal verities of life. Such organizations as the Boy Scouts, playgrounds, and the Y. M. C. A. lack support. The almighty dollar seems to be the standard of success.

Then we are supposed to have certain competitors in this corporation of ours. Rotary teaches that we should be friendly with our competitors and co-operate with them. But we have little chance to display the Rotary spirit with our competitors. One of our competitors is the daily press. It follows the Biblical injunction of not letting the right hand know what the left hand is doing. On one page we will find

real, constructive, up-building educational propaganda, and on the next page we find that which is undoing all that was done on the former page.

Another competitor is the movie. This is a competitor which might well be our partner, were it not for the fact that its point-of-view seems to be diametrically opposite that of the public school.



Mr. Green's humorous critique is applicable, not only to large city schools, but also to isolated mountain schools, like the one here portrayed in the forested Sierras.

**W**ITH such competition and the fact that our partners are lying down on the job, we sometimes get discouraged. We realize that much of our machinery is old-fashioned. We realize that many of our journeymen are skilled in the commodities of other days and that there is no market for some of our products. We realize, too, that there

is going to be a re-organization. New machinery is going to be installed, better journeymen will be provided, and a greater discrimination will be displayed in the selection of our raw material.

I cannot take the time to go into the future to any greater extent, but this I know—that one of

*the first reforms in our corporation is going to be a demand that the raw material sent to us be segregated into kinds, graded, and selected; and we are going to demand that each kind of timber be put to its proper use.*

## The School Law of California

ALFRED E. LENTZ, C. T. A. Legal Advisor

**A**N intimate connection with California school law which has now extended over a period of more than two years prompts the writing of this article. The author may be pardoned for stepping out of his character as an interpreter of the school law and assuming the role of a critic, inasmuch as he feels that his experience justifies the conclusion that the time is now ripe for a systematic and sweeping revision of the school law from beginning to end.

There will not be space to tell of the virtues of the existent law, which are many. The purpose of this article is to point out the defects of the present law which in the opinion of the author exist, which he believes ought to be eliminated.

The important first step has already been taken. The School Code represents the work of the California School Code Commission over a period of more than a year. Without any intention of under-estimating the value of the Code, the fact must be driven home that the Code, as enacted by the 1929 legislature is nothing more or less than a codification of the school law as it existed prior to 1929.

The text of the school law as it existed theretofore in the Political Code, the Code of Civil Procedure, the Penal Code and the General Laws is preserved in the Code word for word, conflict for conflict, inconsistency for inconsistency, defect for defect.

*The Code has brought all related provisions together so that now the errors of its ancestors are more apparent than ever before.*

Even a casual reading of the Code will disclose the defects which will be treated hereafter in as much detail as possible. Now is the time to recognize them and to cast them out, that they may no longer stand in the way of a fair, just and equitable system of law for the government of our schools. Every person who has any thought at all of the welfare of the public school system of California ought without delay to study the Code and to aid in the task of making it a Code in more than form.

Lest it be thought that it is the author alone

who holds the opinion that the present school law is not what it should be the Supreme and Appellate Courts of California are called to the witness stand:

"At the outset it may be observed that any attempt to apply literally all the various provisions of the school law would lead to hopeless confusion. As said in *Chico High School Board v. Supervisors*, 118 Cal. 115, 122 (50 Pac. 275, 277), 'we have found it difficult to harmonize all the different clauses relating to the school system so as to give effect to the whole, and were we inclined to cavil, abundant cause might be found therefor in some of our school legislation.' Many laws, general in character, seem to have been designed to govern high school districts of a particular kind without reference to the relation of such laws to other laws covering the same subject matter. Other provisions which, from the nature of the subject matter thereof, ought to have been general in their application are limited to proceedings under the particular laws in which they are embraced." (*Horton v. Whipple*, 58 Cal. App. 189, 208 p. 356.)

Coupled with the declarations of prominent lawyers and school administrators, surely the existence of the fact must be acknowledged by all.

How did this fact come to be? Since the enactment of the Political Code in 1872, the School Law has been treated in the manner of the legendary step-child. As necessity compelled and complaints developed attention was given it, but no more than necessary to cure the existing ill. A sop here and a sop there was given, until now there exists no semblance of a once-orderly array of laws designed for but one purpose, that of the government of the public school system of California. A maze of provisos is the most apparent obstacle which confronts the bewildered person attempting to solve the difficulty of reaching the essence of the law.

Let us consider. Political Code section 1755 (S. C. 4.563) contained among other provisions a proviso reading:

**"Provided,** that the total tax for high school purposes shall not exceed seventy-five cents on each one hundred dollars assessed valuation exclusive of bond and interest rate."

This was the sole reference to a maximum high school district tax rate in the law. But now the Supreme Court of California<sup>(1)</sup> has held that that maximum rate is applicable only to high school districts struggling through their first year. Is there a maximum tax rate for high school districts that have celebrated their first birthday? Yes, says the court. What is it? The court is silent. Now we must needs have sooner or later another law suit to determine what the maximum tax is unless the question remains dormant until the legislature passes a law.

There can be but little doubt but that the well-intentioned persons who wrote the proviso referred to in Political Code section 1755 intended that it should apply to all high school districts. The result of their use of the favorite device of amateur law-makers, a proviso, results in the rather absurd situation of a high school district struggling through its first year being restricted to a seventy-five cent tax limit, while established districts have no known limit.

Turn to Political Code section 1617 (S. C. 3.270-3.285). Can it be fairly determined if the elementary district within which pupils attending junior high school in the high school district within which the elementary district is located must pay the required tuition to the high school district. It may be that this is true but the law does not say so. It must be implied. The use of the word "provided" began the trouble. It would have been so easy to have said exactly what was intended without attempting to use a trick now outworn and always worthless.

Political Code section 1612a (S. C. 4.360-4.382) provided a method whereby school district incomes and expenditures might be budgeted and a tax levied accordingly. This was intended to supersede all the then existing laws providing for the levy of district taxes. This is how the intent was expressed:

"All acts and parts of acts not in harmony with this section are hereby repealed."

This is the well-known repeal by implication, the refuge of the lazy who will not bestir themselves to enumerate exactly what provisions of law are intended to be or should be repealed. Thus, Political Code sections 1838 (S. C. 4.460-4.468) and 1840 (S. C. 4.840-4.845) still apparently in effect for, although contradictory to section 1612a and apparently repealed by that section, it will take a court decision to definitely establish that fact.

Political Code section 1609 had incorporated into it, along with provisions dealing with

the employment of janitors, the compensation of city superintendents and other unrelated subjects, provisions providing for teacher tenure and an elaborate procedure for the discharge of undesirable probationary and permanent teachers (S. C. 5.660-5.682).

But what of Political Code section 1698 (S. C. 5.700-5.701), providing for an appeal by any teacher to the county superintendent of schools from premature dismissal? Did the proponents of the Tenure Law intend to have that remain a part of the law? Not until the Supreme Court<sup>(2)</sup> had said "no" was it known to those most vitally interested that it was not applicable to the case of a dismissed permanent teacher.

#### Law-making by Implication

Section 1610, sixth, of the Political Code (S. C. 1.70) relates to the transportation of elementary school pupils. Does it empower school districts to cross over into another district to provide transportation for pupils attending school in the former but residing in the latter? There are good grounds for an opinion either way but does the law say they may or may not? It does not and before it can be definitely known what may be done, the question must go to court.

It is not fair either to those who must be guided by the school law or to those who have to do with the interpretation of school law to place upon them the responsibility of determining the effect of law by implication. Law-making by implication is at best unreliable, unsatisfactory and always subject to criticism. In a well worded School Law there should be no necessity of resorting to implication.

One of the most obnoxious of all the evils that keeps the school law from being the fine work it should be is that of special legislation. Although the constitution specifically prohibits this type of legislation<sup>(3)</sup> in the following words: "The legislature shall not pass local or special laws in any of the following enumerated cases, that is to say: . . . twenty-seventh—providing for the management of common schools" the evasions thereof have been so numerous as to be one of the contributing factors in rendering the various provisions of the school law hopelessly irreconcilable. Read again the quotation from Horton v. Whipple appearing in the first part of this article<sup>(4)</sup>. The school law in theory is a general law applicable to all school districts except insofar as the constitution may otherwise allow and provide for, yet the passage of special

(2) Saxton v. Board of Education, 77 C. D. 493, 216 Pac. 998.

(3) Constitution Article IV, Sec. 25 (27).

(4) Horton v. Whipple, 58 Cal. App. 189, 208 Pac. 356, per Finch, P. J.

(1) Johnson vs. Bd. of Supervisors, 78 Cal. Dec. 425; 281 Pac. 57.



legislation has completely negated that theory. A few illustrations will perhaps illustrate my point.

Let us examine Chapter 843 of the Statutes of 1929 (S. C. 2.440a-2.454a). It purports to establish a procedure whereby an elementary district possessing certain qualifications may withdraw from any high school district and subsequently be formed into an independent high school district. But it is common knowledge that the qualifications which the elementary district must possess before it may withdraw were drawn so as to permit only one elementary district within the State of California to take advantage of the provisions of the law.

For another example examine what was formerly Political Code section 1734b, but which is now **School Code sections 2.500-2.507** inclusive. Here is a law ostensibly providing for the compulsory annexation of unattached elementary districts to the most convenient high school district. But note particularly School Code section 2.505. There you discover that if the most convenient high school district is governed by an appointive board the particular elementary district must not be annexed thereto, but instead a tax must be levied on the elementary district to pay for the education by the high school district of pupils resident in the elementary district.

Why should the law exist? Simply because of one city school district which wished to have all the benefits and wished none of the burdens which might fall upon it through an annexation. This is special legislation just as surely as if the name of the high school district had been set out in the law and as clear a violation of the spirit of the constitution as one would want.

Still another example exists in **School Code sections 4.180-4.196**, formerly Political Code section 1818a. This provides that in "every county or city and county constituting but one school district" there shall be established a teachers' salary fund. San Francisco is the only district that this law could possibly apply to. If the name San Francisco School District had been used, the law would have been unconstitutional but by the simple trickery resorted to here, the purpose of the constitution may be defeated and the means held constitutional.

The same applies to **School Code section 5.773** which embodies the text of Deering Act 7510 (Stats. 1917, p. 645). This enacts that janitors employed "in any school district situated wholly within a city of the first class janitors and other employees" must be employed in the same manner as are teachers and discharged only for cause and after a hearing. San Francisco again showed a fine disregard of the Constitution.

The cases cited by no means comprise all the instances of special legislation. They will, however, serve as an illustration of one of the evils which the school law must combat.

ONE thought occurs in reviewing these instances of special legislation and that is why it was thought necessary to restrict the effects of the legislation to one particular dis-

trict? Why should one elementary district only be permitted to withdraw from a high school district under certain circumstances? Why should one elementary district or at the most a few elementary districts be forced to pay a tax to a high school district merely because the latter is governed by an elective board? Why should San Francisco alone have a teachers' salary fund or San Francisco janitors alone be employed and dismissed in the same manner as teachers? No one except the proponents of these measures can answer these questions.

The evils of special legislation are not to be underestimated. Primarily such legislation is violative of spirit of the constitution, secondly, it is obviously unfair, and thirdly, it destroys the units of the school law. It is recognized that existent special legislation is well entrenched and impossible to remove, but no more ought to be allowed. But the other evils pointed out in this article can be removed and surely no one would defend them in their removal and the prohibition of their future use.

The use of the right word in the right place is of paramount importance. When the term "school district" is used, it is intended to include only elementary districts or is it to apply to every type of school district? Those who must interpret the law are frequently at a loss as to the territory covered by the term. Of course, if the context of the law shows nothing else, the term must be taken to include all types of districts. The term "superintendent of schools" or merely "superintendent" is often used in such manner as to make it extremely difficult to determine whether the superintendent referred to is the county superintendent or city or district or state superintendent. Example could be piled upon example, if desired. Let the author of the law say what he means. It would make the law so much clearer with so little effort.

It is a well recognized maxim that the more voluminous a law is, the more difficult it is to interpret. Before the School Law was codified in the School Code there were many of the sections of the Political Code which ran well over a page in length. Sentences were of absurd length. This coupled with the indiscriminate use of provisos rendered an intelligent reading of the school law impossible. The sections of the School Code are purposely very short, the underlying thought behind the codification being that each section should express but one thought or subject.

The value of short sections will become more apparent as the Code comes into general use. Those who write our school laws should always

have foremost in their mind when planning a new school law, that the briefer it is, consistent with the thought to be expressed, the better law it will make. The use of periods, instead of commas or semicolons and the total elimination of the word "provided" should be commended to our lawmakers.

There are times when one law will do the work of three. Wherever possible the law should be condensed to the end that the interpretation of the School Law should be less laborious.

**I**N the School Code there are four chapters Chapters II—V of Part V of Division IV) covering 16 pages, devoted to the issuance of bonds by elementary, high school and junior college districts. One chapter, 5 pages in length, could well cover the territory now covered by the four existing chapters with much less confusion.

The same can be written of Chapters II—V of Part II of Division II of the School Code which provide for the election of members of the governing boards of the various types and classes of districts. One chapter of less than half the length of the present four chapters could accomplish the same results better. These are two of the most obvious portions of the school law which could be condensed with little difficulty and beneficial results. There are, of course, many other parts which could be given the same treatment.

The primary purpose of securing a brief, concise, unambiguous School Law is the better government of our public school system. Under the existing system of school district government, the governing board of each school district is a law unto itself. These governing boards are composed, in practically every case, of lay persons unfamiliar with the principles of the construction and interpretation of statutes. It cannot be expected of them that they shall always correctly interpret the law, especially when it is in the shape the school law finds itself in.

Those who write our school laws should never lose sight of the fact that they are writing a law that will govern the actions of 58 county superintendents and more than 12,000 school trustees as well as the state department of education and the state board of education. If we are to have a uniform interpretation and application of the school law we must have a school law that can be understood by persons who are not lawyers either in theory or in fact and the law should be so written that, so far as is humanly possible, it will be subject to but one interpretation.

The remedy for all the complaints now affecting the school law lies, of course, in the last analysis, in the legislature. But the educational authorities who introduce or cause to have introduced the majority of the school laws should see to it that wherever possible, every

law in which they are interested has been drafted by a competent person and that no law receives their support which does not say exactly what its proponents intend it to say.

Short sentences, short sections, more periods, fewer semicolons, the absolute elimination of the word "provided," express repeals instead of repeals by implication, the use of exact language and the elimination of special legislation are commended to those interested in having the public schools of this state governed by a school law positive and to the point.

And new legislation to be presented to the 1931 legislature should contain not only proposals so framed as to prevent further confusion, but legislation designed to remove that existing.

\* \* \*

**ASSEMBLY SONGS AND CHORUSES:** *Collected and arranged by Randall J. Condon, Helen S. Leavitt, and Elbridge W. Newton. Published by Ginn and Company. Price \$1.32.*

This new song book for high schools is unusually complete, containing hymns, carols, art, songs of master composers, excerpts from operas and oratorios, folk songs, ballads, sea songs, student songs, national anthems, lullabies, and well-known songs.

Care has been taken, evidently, to compile a book which will not go out of date musically, or pall on the taste, through the inclusion of songs of low intrinsic musical merit. All the songs are of as high a standard poetically as musically.

There are songs for all occasions,—for every type of student. Especially interesting is the fact that this book may well be used as the high-school hymnal, for it contains over 70 beautiful hymns.

The arrangements are artistic but simple. The vocal parts are adapted to the average voice, and none are difficult. The piano accompaniments are easy enough to be played by any student accompanist.

\* \* \*

The National Conference on **Student Participation in School Government** held an annual important meeting in Atlanta, Georgia. The present officers are: **President**, Stanley M. Hastings, Principal, O'Keefe Junior High School, Atlanta; **vice-presidents**: J. A. Wilson, Principal, Jordan Junior High School, Minneapolis; James M. Glass, Rollins College, Winter Park, Florida; William McAndrew, 1142 South Michigan Avenue, Chicago; **secretary**, Agnes DeFoor, Advisor, Hoke Smith Junior High, Atlanta; **treasurer**, Anna M. Hayward, Supervisor of Study, Wiley High School, Terre Haute, Indiana.

California school people who are interested in this important movement may correspond with Miss DeFoor.

## Miniature Gardens

### A Community Project

LEOLA V. SCANLAN, *Teacher,*

*Fifth and Sixth Grades, Park School, San Mateo*

EVERY day in school should be made the happiest one, so that boys and girls are anxious for the morrow! All children love the joy of creative work accomplished by their efforts. Education is life and consists in doing. At the present time much progress is centered around activity-work, to meet the ever-changing needs of education for social efficiency.

San Mateo Park School children of the fifth and sixth grades planned, constructed, and exhibited five miniature gardens in the great fall flower festival held in the San Mateo junior college gymnasium, with over 10,000 people in attendance.

Miss Pansy Jewett Abbott, San Mateo county superintendent of schools, donated a large silver trophy cup and expressed herself as being particularly pleased with the demonstration of school co-operation in a community event. Besides the silver cup the class was awarded four prize-winning ribbons.

The project of the miniature gardens was developed as a school activity, the pupils working on them in small groups and caring for them at the flower show. All literature in the San Mateo public library on miniature gardens was diligently studied that all details would be carefully correct for each type of garden.

A description follows of each little garden, of two-by-three feet in dimension.

#### Spanish Gardens

A small Spanish house constructed by girls, was made of a cardboard box with plaster-of-paris applied to represent stucco. The tile roof was made of corrugated cardboard from electric-light globe boxes and painted brown. Spanish garden pottery was made of modeling clay. Cacti and brightly colored flowers and bits of plants were arranged on a green moss lawn. A Monterey pine branch, representing a tree, set off one side of the small house. A white plaster-of-paris wall enclosed the outside edge of the project.

Another Spanish garden, represented in the illustration, was made by boys. The small house was fashioned of white show-card paper and had a corrugated paper roof painted red. The windows were made of isinglass. A double garage was made to go with the house and was guarded by a miniature dog. An oval driveway led to the house and was covered with gravel. Green



*A Spanish house and garden*

crepe paper covered the surface to serve as a lawn. A child's playground held a small swing and a tiny sand box. In the garden was a miniature clay-modeled bird-bath and fountain. Small branches of cypress enclosed the outer edge as a hedge.

#### Japanese Gardens

Moss and sand was obtained from the San Mateo hills and covered the surface of a two-by-three foot board except for a narrow winding strip painted blue to represent a river and a small lake or two. Fujiama was covered with snow white flour. Stones were placed in their proper position for "Whoever heard of a Japanese garden without stones?" The largest stone is the "Stone of Contemplation" and so on down to the fifth or smallest "Wave Receding Stone." Pine and dwarf Japanese trees were displayed. The garden was decorated with Japanese garden furniture, the river held tiny boats, and throughout the garden were wee figures of Japanese people.

Another Japanese garden was made on the same plan with the center of interest a small Japanese tea-house over 200 years old.



*Two happy boys and their creation*

A small Colonial park was entered, with lawn represented by cut grass. Paths were nicely spaced and covered with gravel. Park furniture was modeled from clay, as was a bird-bath, a fountain, and sun dial. In the garden was a hedge, and flowers and shrubs in artistic arrangement. The American flag was given a prominent place on a miniature flagpole.

In all the miniature gardens small colorful flowers and growing plants, and tiny branches

of trees were used to lend a natural and artistic effect. Imported miniature figures of people and furniture lent a decorative note in each miniature garden.

Through the assistance of Mrs. William J. Hayes of Burlingame and the San Mateo Park P. T. A. the gardens were placed in the juvenile floor of a large San Francisco department store and later were displayed again in San Mateo that all interested had opportunity of seeing the new ideas of group activities of the school curriculum and new educational program.

\* \* \*

## Progress in Parent Education

**T**HE parent education movement in the United States has made significant progress during the past two years, according to reports of the United States Office of Education.

Several governmental departments, child welfare organizations, educational institutions, and parents organizations for some years have instituted activities to awaken the public to an appreciation of what may be done in the education of parents and raising the standard of home life.

Many agencies have organized machinery to train leaders for study groups of parents; to make scientific studies of the physical, mental and emotional life of children and the environmental conditions under which they live. Institutes, classes, courses of reading and study, and expositions are some of the means by which parent education is going forward in the United States.

Child welfare centers and child guidance clinics for scientific study have been instituted at California, the Universities of Minnesota, Iowa, Yale, Columbia, and elsewhere for the support of which grants have been made by some of the large foundations.

Organizations of parents under various names have made their contributions. A study of the parent-teacher association movement reveals, among other things, better methods of co-operation with schools and a gradual change of emphasis from money-raising to serious study of the problems of parents and of the home.

The formation of an International Federation of Home and School, in 1928, brings the whole world of parents and teachers together. The report of an inquiry into world co-operation is included in the summary of the progress of parent education 1926-1928, details of which are to be found in a bulletin prepared and issued by the United States Office of Education.

## The Worth of the C. T. A.

WALTER B. MUNSON

*Assistant Superintendent of Schools, Fresno*

**T**HE value to us of the C. T. A. does not come so much from the sessions of the annual meetings, valuable though these are, as from the less conspicuous and often unknown activities of the organization through its officers and committees.

It is a safe statement that the present status of education in California is very largely due to the activities of our organization. In California those engaged in education have presented a solid front to those who might oppose progress. This has been possible only because we have been able to speak through leaders of our own choosing.

It would be impossible to include in a list here all the benefits which we as teachers enjoy today which can be traced directly to the efforts of the C. T. A. At present the profession is faced with problems in the solution of which our association will play an important part.

Some of these problems are even now approaching a critical stage. There is the problem of **teacher tenure**. Many are thoroughly dissatisfied with the present status of tenure. The problem of the **retirement salary** must be faced in the near future.

The question of **taxation**: to provide funds to maintain our present enviable position among the states, is even now being studied. These and many other problems are pressing for solution.

As individuals we can have but little influence in determining future policies, but in our association we can probably exert a decided influence in many of these matters.

There are teachers short-sighted enough to look on membership in the C. T. A. as an unnecessary burden. They surely are short-sighted. The support rendered by each individual is insignificant compared to the returns which flow back each month to everyone.

Fortunately the vast majority of California teachers are able to properly evaluate the membership. Thousands support the organization because of an intelligent understanding of its function and of a realization of the effective way in which it is fulfilling its mission.

\* \* \*

**T**ENNANT (Siskiyou County) high and grammar schools are 100 per cent enrolled in the C. T. A. for 1930.



## Citizenship Through Activity

D. P. LUCAS

*Hudson Grammar School, Puente*

**C**HILDREN are by nature active, full of vigor, and endowed with a will to do. It is no more natural for them to do wrong than it is for them to do right, but they will do. When their conduct varies from the standards of their elders, customs, and conventions, they are likely to be criticized. If it were possible, and it is in a measure, at least, to set up a series of life situations in sufficient numbers, regularly, which call for the right citizenship responses, generally, boys and girls will respond correctly to these situations. Character traits it is true are a part of our inheritance, but still we are convinced that if time devoted specifically to interpreting character traits, and an opportunity given children to practice them through activities, they can be developed.

The Hudson School is attempting to follow a definite plan in the teaching of character education. Incidental teaching of citizenship is fine but it is too likely to be accidental, besides it lacks directness and purposefulness.

A child like responsibility, contrary to the general notion, likes to pull in the right direction, providing the teacher is wise enough to supply a motive which will arouse him to a feeling of worth. It is our supreme job to hitch him up to tasks that will call forth right responses.

Fifteen common citizenship traits were listed and sent home for parents to vote or choose the ten which they considered the most desirable for the school to have and develop. The following were the 15 listed and the first 10 were the ones which received the highest number of votes, by 102 parents:

Courtesy, Honesty, Self-Control, Clean - Mindedness, Kindness, Dependability, Health, Co-operation, Fair Play, Courage, Loyalty, Thrift, Patriotism, Cheerfulness, Balance.

It seems clear to us that if children are good little citizens today tomorrow is safe. Children have certain rights, duties, dignities. We must help them become conscious of them through active

participation in tasks, in the schoolroom, at home, and in the streets. We can remember when schools largely taught character by giving the child a code. Today we teach character by giving the child a task, something to do, "knowing that his character values grow naturally from his activities and relationships. There is positive training in WHAT TO DO rather than WHAT NOT TO DO. Train him in right doing rather than punish him for wrong doing. There is small virtue in restraint, but much in expression.

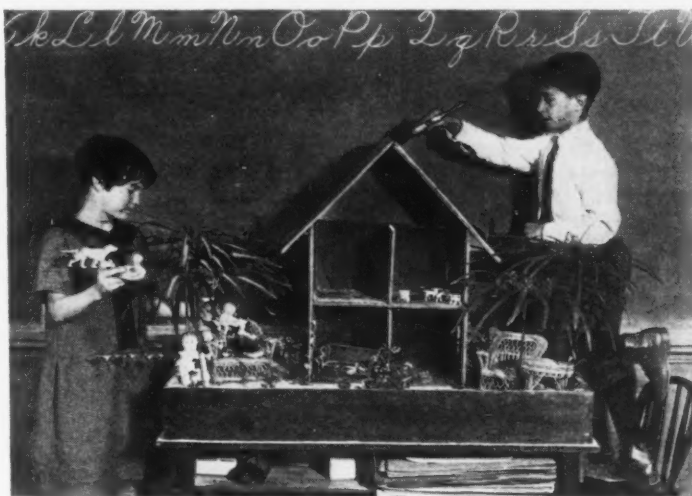
Is not, after all, the chief purpose of education to build up in the nervous system of boys and girls right responses. This can be done only by participation in the kind of situations which will bring forth desirable responses.

A friendly and an enthusiastic spirit pervades our building. We ask it to be used as a place to enjoy and work together in. The many clubs and extra curricular activities in our schools today are concrete evidence that the schools are organized on the principle that student sharing in the control and direction of the affairs of the school aids them in the development of character.

The upper grades have evolved a Positive Merit System which has been producing excellent results. Demerits are taboo. Pupils can only win or lose merits. The general plan is stated below:

### Department—6, 7, 8 Grades—Hudson School

1. Each pupil is credited with 100 merits to start. Pupils will not be given demerits. Merits will be won or lost, or added or subtracted.
2. The High Court consists of a representative elected from each room—six in all. The principal is an ex-officio member.



Citizenship training in the modern school is not alone by moral lectures but through a highly-organized activity program.

3. The High Court meets once a week for the purpose of evaluating merits won or lost. Their decision is final.

4. Other teachers of the department are asked to assist the Home Room Teacher and its representative by informing them, in writing, of the things which merit credits and of those acts which cause a loss of "credits."

5. Each member of the High Court keeps the names of all people of his room in a note book, and a record of all merits won or lost, and the reason for each. Members of his class desiring information concerning their standing, consult their representative.

6. Also, each representative has written the names of all members of his class upon a large cardboard, and following each name a record of his merits is kept from week to week. These are hung on the bulletin board where all may view.

7. Pupils may fall in the following groups accordingly as they progress:

Group 1—100 to 110 merits
" 2—111 to 120 "
" 3—121 to 130 "
" 4—131 to 140 "
" 5—141 to 150 "
" 6—151 and above

8. All pupils who maintain 100 merits or above will have their names starred on the "Good Citizenship Honor Roll".

9. Below are some of the things for which merits will be given:

a. Extra acts of courtesy.....	3
b. Punctuality .....	2
c. Positions of honor, as, president of class....	3
d. Working after or before school, per quarter	3
e. Construction work for school.....	2
f. Perfect attendance for each month.....	1
g. No tardies .....	1
h. Honor roll—scholarship .....	5
i. Orchestra work, per quarter.....	4
j. Junior Red Cross .....	4
k. Tooth Templars' Club .....	3
l. Certain kinds of Monitorial work.....	3
m. Safety work .....	5
n. Playground deeds .....	2
o. Girls' Glee Club, per quarter.....	4
p. Letter people (athletics) .....	4
q. Campfire Girls .....	4
r. Boy Scouts extra work, extra credits.....	4
s. Substitutes (athletics) .....	2
t. No checks on report cards .....	4

The lower grades, from the first to the fifth inclusive, have each organized their room into "Little Civic Clubs". They elect their officers and conduct their meetings regularly. The following is a type:

Purpose—To become better American citizens  
Organization—Officers elected each quarter

President  
Secretary

Committees—

Room  
Playground  
Cafeteria  
Cold Lunch Room  
Safety

Meetings—Time  
Procedure—

Each room is allowed to work out the kind of procedure which they feel is best suited to their needs. One is like the following: Each member whose name has appeared on the report committee's book three times, is brought before the class. He speaks for himself. A vote is taken, and if found against him, his name is taken from the good citizenship honor roll, and he is denied a badge for the following week. New business is then taken up, and suggestions are made for making the club better.

The following question was asked my teachers and the response is summarized below. What do you consider the most profitable result you are getting from your **little meetings**, and **follow-up procedure**?

1. Ability gained to recognize others rights.
2. Fair play.
3. Good sportsmanship.
4. Respect for public as well as private property.
5. Assume more responsibility of petty discipline problems.
6. Has increased dependability.
7. Developed leadership and initiative.
8. Co-operation with their companions.
9. Learning to distinguish the difference between tattling and reporting.
10. Good citizenship is a real thing, and is gained by actively living it.
11. Group pride, a realization of the fact that each is working as one of a group, rather than as a selfish individual.
12. It is the "Gang Spirit" controlled.

Guidance is the key word, but guidance alone, like mere preaching is of little worth, unless the child is in the right attitude to receive, and responds in action, practice, doing. The teacher, of course, cannot be an expert in all phases of character education but she should develop sufficient knowledge in each to direct and help the children discover the things which they can do and succeed. She cannot wait for ideal conditions but must strive to lessen the present evil ones, by giving tasks sufficient in number to bring right responses automatically, while hoping for a better day.

*Work without faith is blind druggery,*

*Faith without work is lame idealism;*

*Faith and Work combined, both see and make*

*Progress toward the same goal.*

\* \* \*

Announcement has been made of a change in management of the Pacific Coast office of The Macmillan Company. For over twenty years **T. C. Morehouse** has managed the business of The Macmillan Company with headquarters at 350 Mission Street, San Francisco. He has been called to the home office in New York to become head of the College Department.

His successor, **F. E. Cobler**, has been the Southern California representative for over twenty-two years.



## Notes and Jottings

### California and World-Wide

*"Stay a little, and news will find you."*

—HERBERT, in *Jacula Prudentum*.

#### State School Finance

A STUDY of state school taxes and state school funds and their apportionment, recently completed by Professor Fletcher Harper Swift of the School of Education, and Bruce Lewis Zimmerman, research assistant in education and assistant principal of the Garfield Junior High School, Berkeley, has just been published by the United States Bureau of Education as Bulletin 1928, No. 29.

This bulletin covers 427 pages of text, divided into 48 chapters, each of which attempts to answer two major questions for each state in the Union: (1) what types of state taxes are levied for the benefit of public elementary and secondary schools; (2) what school funds are provided by the state and how are these funds apportioned.

Of especial interest to the teachers of California will be the chapter on California, and the chapters on Maryland, New York, and Delaware. The account of the Delaware system of complete state support is perhaps the fullest statement which has thus far been given of this very interesting experiment.

• • •

At **East Whittier** a new school will rise on the site of the former building, at an approximate cost of \$180,000 equipped.

Plans call for an auditorium seating 500 persons, cafeteria, kindergarten, 14 classroom units, domestic science suite, teachers' room, nurses' clinic-office, and physical education rooms.

• • •

**Arthur Peterson**, dean of liberal arts at San Diego, was recently elected president of the San Diego Kiwanis. **John Aseltine**, principal of the San Diego High School, is a member of the board of directors of the club.

• • •

The officers of the **Sutter County Teachers Association** are: President, **Hugh A. Hunter**, principal Live Oak Union High School; secretary-treasurer, **Mrs. Lorraine McKeehan**, Meridian Grammar School; first vice-president, **Mrs. Minnie M. Gray**; second vice-president, **Mrs. Mary Kelly**, Barry Union Grammar School; third vice-president, **Miss Jeane Schillig**, Yuba Grammar School.

• • •

The new **San Diego State Teachers College** will soon have a library and science building. Contracts approximating \$125,000 were recently awarded.

• • •

**Peace Material** for high school commencement programs is issued by the Women's International League for Peace and Freedom, 1924 Chestnut Street, Philadelphia. Dr. Harriet J. Link is chairman of the education committee

#### New Buildings at Chico

THE Board of Education of the city of Chico recently opened proposals for constructing a one-story re-inforced concrete tile roof building which will be the first unit of construction for the replacement of the Oakdale School which was destroyed by fire on August 15, 1929.

The old building was a three-story structure containing 12 rooms, auditorium, and manual training shop. The new unit will not provide for an auditorium at the present but will be entirely given over to class-rooms in order that pressure may be speedily relieved in this line.

One year ago six additional class-rooms were built in a first unit of construction for the purpose of supplying a need of a newly populated area known as Eastwood Park which is one of the eastern subdivisions of the famous Rancho established by General John Bidwell in 1841. General Bidwell was the founder of the city of Chico.—Charles H. Camper, Superintendent.

• • •

**Dr. Joseph M. Gwinn**, San Francisco superintendent of schools, has published in his weekly bulletin the following extract from a recent number of "The Franciscan", the student publication of the Francisco Junior High School. It is reproduced as being typical of a junior high school journalistic utterance.

#### A Plea for Cleanliness

Did you ever hear that fine old saying, "Cleanliness is next to Godliness"? If every student kept those words in mind and appreciated their meaning, there wouldn't be any papers or other refuse strewn about the yards and buildings.

Isn't it the duty of every student to be partly responsible for the appearance of the school grounds? The student does not throw papers around his own home because he feels a certain amount of responsibility for the appearance of his home. Surely the same amount of responsibility should be shown at school.

The Board of Education has been generous in providing a beautiful building for us. It is the duty of the student to show his appreciation of this generosity by helping to keep this building always looking its best. We can all take pride in a building whose appearance is neat all hours of the day.

Trash receivers are conveniently placed in the yards and in the classrooms. Deposit your papers in them.

• • •

**California** has the largest number of members, of any state, enrolled in the N. E. A. department of elementary school principals. Of the 4365 members, 353 are from California. Other states with large memberships are: Michigan, Ohio, New York, Massachusetts, Indiana, New Jersey, and Pennsylvania.

### A Notable County Course-of-Study

**T**HE County Board of Education of San Mateo County has just completed a four-book course-of-study, covering all of the phases of educational advancement, which should be secured during the coming year.

The first book covers **social science, geography, history, and civics**, from grades one to eight. Within the 116 pages, suggestions and schedules are outlined. All matter is arranged topically and in the back is a list of all of the supplementary and reference books which are to be used in the several subjects.

Number two lays down the procedure for **arithmetic** for grades one to eight. There are 39 pages of directions concerning arithmetic.

Book three, of 27 pages, covers **healthful living, manners and morals, humane education and thrift**. This book, if carefully followed, would give a thorough training in all of the activities mentioned.

Number four of the course covers **reading** through all of the eight grades. It contains 85 pages and not only contains all directions and instructions, but also has a diagnostic reading chart and directions which should be of great value to the teachers of the county.

The members of the County Board of Education of San Mateo County are: Miss Pansy Jewett Abbott, secretary, County Superintendent of Schools; George W. Hall, president, San Mateo; Lewis C. Adams, Burlingame; John Gill, Redwood City; W. J. Savage, Daly City.

\* \* \*

**SKY TRAVEL**, by A. R. Romer and Margaret Romer; published by Rand McNally Company, 1929, \$1.50.

A story of the development of flying from mythological times to date and written in conversational style for children of upper elementary and junior high school. It tells how the "ships" fly and how they are made.

\* \* \*

### Map of Children Everywhere

**T**HE John Day Company of New York City have recently published "A Map of Children Everywhere", by Ruth Hambridge; an entertaining and educational map for children of all ages depicting the children of the principal countries of the world. It is intended primarily as a decoration for the wall of the nursery or school, but will be found helpful in teaching the customs, characteristics and costumes of children everywhere. 22 inches by 27 inches. Folded in envelope or rolled in mailing tube. Lithographed in 6 colors. \$2.50.

\* \* \*

The report "**An Activity Curriculum at Work**" based on the work of the four discussion groups of the department of kindergarten-primary education of the National Education Association at Atlanta is available in bulletin form. This material is of special value to teachers and supervisors of the lower grades. The bulletin may be procured from the Association headquarters, 1201 Sixteenth Street, Washington, D. C. Price for single copies, 25 cents; special rates in quantities of 10 or more.

### Twin Tang: Prose and Poetry

**I**T has "the tang of originality of choice" says one reviewer in characterizing Gay's "The College Book of Verse."

**The College Book of Prose**, edited also by Professor Gay is now ready; of which it likewise may be said, "the tang of originality of choice" persists.

Each period of English literature is represented by the type of prose writing most characteristic of it. History, biography, travel, romance, realism, fantasy, satire, essay, confession, drama, and so on, are included.

Published by the Oxford University Press.

\* \* \*

**P. Blakiston's Son and Company**, publishers of medical and scientific texts, with headquarters at 1012 Walnut Street, Philadelphia, have issued in recent months a number of important volumes including Crenshaw and Harkin's "**College Algebra**", Lane's "**Animal Biology**", and Mottier's "**College Textbook of Botany for First Year Students**".

The Pacific Coast depository and representative for Blakiston's is the **Harr Wagner Publishing Company**, 609 Mission Street. Harr Wagner has a complete line of current Blakiston's publications.

\* \* \*

The **California State Department of Public Health**, of which Dr. Walter N. Dickie is director, issues a weekly bulletin which is of interest to all school people who have to do with school health matters, child welfare, and the teaching of biology, nature study, and health subjects.

\* \* \*

**The Henry Altemus Co.**, publishers, of Philadelphia, have recently brought out several delightful "**Magic Drawing Books**" for little children. One is entitled "The Three Little Pigs," another "The Little Small Red Hen." The price is 60 cents.

Another series is entitled "**Wee Books for Wee Folks**" with many colored illustrations. "Patient Pat" is a recent title. These are 50 cents per volume.

\* \* \*

**E. W. Jacobsen**, for several years principal of Roosevelt High School, Oakland, is on a year's leave and is enrolled at Teachers College, Columbia University.

\* \* \*

### Bird and Animal Paintings

A beautiful printed book containing 168 pictures in full colors, and entitled "**Bird and Animal Paintings**", is published by the American Nature Association. Many California teachers will desire this handbook for use in connection with their nature study and elementary science work.

The paintings are by the distinguished artist, Bruce R. Horsfall. Each picture is accompanied by concise description of the character and habits of the subject.

Helpful suggestions are included to show the use of the book for school, camp, home and other educational purposes.

The price is \$1. Address the American Nature Association, 1214 Sixteenth Street, Washington.



## Dalton Plan in Action

FORDYCE STEWART  
Chico State Teachers College

**D**URING the past summer it was my privilege to enjoy a rich experience teaching the 12 weeks of the summer term at the University of West Virginia. For the first six weeks two-thirds of my work consisted of supervising cadet teaching in the University High School. The two subjects of algebra and social problems were assigned to me. My other one-third time was taken up by teaching a class of graduate students in educational sociology. The number of cadet teachers assigned me for intensive work was three for each of the two classes, or a total of six.

**U**NIVERSITY HIGH SCHOOL is organized on the Dalton Plan. So the first job for the six teachers and myself was the making of "contracts" for the pupils in those two subjects. The contracts were carefully worked out in conferences, with material enough to last a strong average pupil for six weeks. When the contracts were completed they were mimeographed, and again inspected for errors before being passed out to the students.

The hour which would ordinarily be designated a recitation period was called **work-shop hour**. At this hour the pupils of the two groups would assemble in separate rooms with their three teachers each. One of the three cadet teachers, as previously designated, was leader of the group; the other two were helpers, taking notes, assisting as designated by the leader, etc.

I divided my time between the two groups and "sat in" on the performance, sometimes answering questions for the teachers in charge, and sometimes helping individual pupils as they brought their problems to me.

### Individual Instruction

In the afternoon an hour conference was held twice a week with the two groups of cadet teachers meeting together with myself. Here we discussed method, pupil contracts, individual differences, individual problems, and whatever seemed to demand our attention most. At each afternoon conference the cadets took turns at giving a 20-minute report on some previously assigned topic.

The work-shop was true to its name. The old formal class-room method was not followed; each pupil pursued his work in his own way, and at his own rate of speed. To one not accustomed to anything but the old type class-room procedure it must have seemed a period of

confusion; but such was not the case. Each pupil was making progress from day to day, and at the end of six weeks he had covered much more material than by the old method, and evidently had a much better grasp of the subject-matter.

\* \* \*

### Twilight of the American Mind

**A** BOOK that has been of interest to me and one in which I have derived pleasure in reading, is Walter B. Pitkin's "The Twilight of the American Mind," by Simon & Schuster, publishers.

Professor Pitkin's book is stimulating reading to one who has watched the development of, and who is interested in vocational guidance and counseling. His frank discussion of the opportunities in medicine, law, journalism, education, government service, the arts, agriculture, etc., is so unique that it grips one and compels one to read on and on.

New and startling conclusions are arrived at, as a result of his analysis of the professions and vocations into which one may go, either through choice or otherwise. One interested in the various intelligence tests will find the results and conclusions contrary to those arrived at by numerous writers, but such as will arouse debate and further investigation.—V. R. BELIEU, *Gustine*.

\* \* \*

### A Teacher Leaves

**Samuel P. McCrea**, who served for 16 years (1905 to 1921) as principal of the Sequoia Union High School, recently passed away at his home in Redwood City. Concerning him the following poem was written by Miss Catherine J. Boyle, who formerly served as vice-principal with Mr. McCrea.

**W**HEN you have left us, and the careworn  
years  
Receding swiftly, pass as in a dream;  
When petty trials and all things we deem  
Of import now, the turmoil and the tears  
The mean complainings, the jealousies and fears  
Have been forgotten; when your life will teem  
With multitude of faces new, and tasks that seem  
Remotely far from books and school boy cheers—  
Remember then that shined in many hearts,  
A loving memory remains of one  
Who might have courted worldly marts,  
But was content to count his duty done,  
When to the steps of slow and faltering youth  
He showed the paths to knowledge and to the  
truth.

## C. T. A. Southern Section

### 100 Per Cent Memberships

*These listings are arranged in order received, as time before going to press did not suffice to permit geographical segregation by cities and counties.*

**A**LPINE, L. A. City, 19 teachers; San Pedro, L. A. City, 28; Glendale Union High, L. A. County, 98; Loreto, L. A. City, 20; Ann St. Elem. and Eve. High, 22; Third St., L. A. City, 28.

South Pasadena, L. A. County, 120; High, Junior High, El Centro, Las Flores, Lincoln Park, Marengo Avenue, Oneonta.

Huntington Beach, Orange Co., 46; Calexico Elem. and High, Imperial Co., 52; Oxnard, Ventura Co., 10; Lowell Joint, L. A. Co., 5; Melveny, L. A. City, 11; Glendora, L. A. Co., 23; La Ballona, L. A. City, 13; Wadsworth, L. A. City, 24; Woodlawn, L. A. City, 15; Oceanside, San Diego Co., 12; Escondido, San Diego Co., 25.

San Bernardino County: Amboy, 1; Barstow, 12; Big Bear, 3; Daggett, 1; Fawnskin, 1; Hesperia, 1; Kramer, 1; Lucerne, 1; Ludlow, 3; Phelan Union, 1; Terrace Union, 4; County office, 4.

Santa Ana, Orange Co., 12; Melrose Ave., L. A. City, 20; Penmanship, L. A. City, 8; Covina Elem., L. A. County, 10; Hobart Blvd., L. A. City, 15; El Monte, L. A. County, 40; Montebello High and Elem., L. A. County, 101; Grant, L. A. County, 10; Tustin Union High, Orange Co., 19.

Pasadena, Aroyo Seco, Columbia, Emerson, Garfield, Hamilton, Jefferson, Linda Vista, Madison, San Rafael, Junipero Serra, Webster, Cleveland, Edison, Fremont, Grant, Jackson, Lincoln, Longfellow, McKinley, Roosevelt Handicapped, George Washington, Burbank.

Compton, L. A. County, 105; 68th St., L. A. City, 24; San Juan Capistrano High, Orange Co., 7; Jas. A. Garfield High, L. A. City, 83; Hermosa Beach, L. A. County, 34; Orangethorpe, Orange Co., 4; Hagar St., L. A. City, 3; Garvanza, L. A. City, 20; Katella, Orange Co., 5.

Claremont High, L. A. County, 16; Claremont Elem., L. A. County, 11; Temple, L. A. County, 10; Hooper Ave., L. A. City, 26; Santa Monica, L. A. County, 298; San Dieguito, San Diego Co., 3; National City, San Diego Co., 35; Playa Del Rey, L. A. City, 5.

Santa Barbara Co., 47; Harrison St., L. A. City, 22; Dept. of Music, L. A. City, 17; Norwalk, L. A. County, 22; Rocha St., L. A. City, 3; 66th St., L. A. City, 27; Thermal, Riverside Co., 7; Ninth St., L. A. City, 30.

Redondo Union High, 54; Harbor City, 13; Los Feliz, L. A. City, 24; Laurel, 33; Alta Loma, L. A. City, 22; Ontario, San Bernardino Co., 81; Anaheim, Orange Co., 53; Beaumont, Riverside Co., 15; California St., L. A. City, 21; Hart Junior High, 34; La Verne Hgts., L. A. City, 6; Buchanan St., L. A. City, 15; Stanford Ave., L. A. City, 11.

West Athens, 7; Brooklyn Ave., 37; Roscoe, 12; Waleria, L. A. City, 5; Art Dept., L. A. City, 18; Avenue, Ventura County, 18; La Habra, Orange Co., 32; Bellevue Ave., L. A. City, 9; Miramonte, L. A. City, 50; Monte Vista, L. A. City, 14; Chermawa Junior High, Riverside, 11; 118th St., L. A. City, 23; Annandale, L. A. City, 11.

Palos Verdes Est., L. A. Co., 5; Van Ness Ave., 21; Primary Manual Arts, L. A. City, 5; Alta

Loma, 4; Apple Valley, 1; Bagdad, 1; Central, 3; Cucamonga, 10; Del Rosa, 4; Etiwanda, 5; Fairview, 1; Goffs, 1.

Greenleaf, 2; Highland, 8; Hinkley, 1; Hodge, 1; Lake Arrowhead, 2; Lanfair, 1; Midway, 1; Minneola, 1.

Mission District: Central, 1; Barton, 2; Bryn Mawr, 2; Mojave, 1; Morongo, 1; Needles: Elementary, 13; High School, 10; Oak Glen, 1; Oro Grande, 3; Peidmont, 4; Pioneer, 1; Summit & Crestline, 1 and 1; Todd, 1; Trona, 3; Warm-spring, 3; Yermo, 2; Yucaipa, 7; Fenner Emergency, 1.

Alhambra, L. A. County, 257; City High, Part Time, Evening High, Special Departments, Central, Fremont, Garfield, Granada, Marengo, Park, Ramona, Ynez.

Humphreys Avenue, L. A. City, 21; West Covina, L. A. County, 3; Horace Mann Junior High, L. A. City, 58.

Carpenter St., L. A. City, 4; Glendale Union High, 72; Glen Alta, 14; Muir Junior High, L. A. City, 48; Orchestra Dept., L. A. County, 7.

Chino, San Bernardino County, 57; Grammar, Primary, D Street, High.

\* \* \*

**Mrs. Alice Hayes**, a veteran teacher and school administrator of California, passed away recently at the home of her daughter in Palo Alto. Mrs. Hayes was **the first woman county school superintendent in California**. She was elected superintendent of Mono County and served it with credit for many years.

She was later followed in office by her daughter, Miss Cordella Hayes, now Mrs. Cordelia Dolan of the San Francisco School Department. Mrs. Hayes was not only a capable school administrator but a genial kindly friend to everyone in educational work in her section of California.

As a prominent educator she contributed largely to the upbuilding of the schools of eastern California.

\* \* \*

**President J. B. Lillard** of Sacramento Junior College was elected president of the American Association of Junior Colleges on November 20. The Association voted to meet in 1930 at Del Monte, California.

Among the California representatives at Atlantic City were: **Charles J. Booth**, dean of the Chaffey Junior College, Ontario; **A. G. Paul**, director of the Riverside Junior College, Riverside; **Dr. William H. Snyder**, director of the Los Angeles Junior College, Los Angeles; **Curtis E. Warren**, principal and dean of the Yuba County Junior College, Marysville; **Albert C. Olney**, principal of the Marin Union Junior College, Kentfield; **C. A. Nelson**, director of the Glendale Junior College, Glendale; **W. T. Boyce**, dean of the Fullerton District Junior College, Fullerton; **J. B. Lillard**, president of the Sacramento Junior College, Sacramento; **Dr. L. W. Smith**, superintendent of schools, Berkeley; **John W. Harbeson**, principal of the Pasadena Junior College, Pasadena; **Dr. Nicholas Ricciardi**, chief of the division of city secondary schools, State Department of Education, Sacramento; and **Dr. Walter C. Ellis**, associate professor of education, Stanford University, Stanford.

### A Definition of Education

**R.** W. CLOTHIER, principal of the Gridley Union High School, has formulated the following definition of education:

The function of education is to endow the members of each new generation, as quickly as possible, with enough of the accumulated knowledge of the race, together with the ability to use it, to enable them to adjust themselves to the conditions of life (prevailing at the time of their birth) in such a manner as to secure the greatest amount of comfort and happiness possible for themselves and to render efficient service to society.

He suggests that other school people endeavor to improve on this definition.

\* \* \*

### National Survey of Secondary Schools

**C**ALIFORNIA secondary school people will be interested in the three-year nation-wide survey of secondary schools recently authorized by the federal government. Honorable Ray Lyman Wilbur, formerly of California, has named the commission in charge and Honorable William John Cooper (also formerly of California) will direct the survey.

The members of the consulting committee are H. V. Church, principal, Township High School, Cicero, Illinois; Elwood P. Cubberly, dean, Stanford University, California; James B. Edmondson, dean, School of Education, University of Michigan; Charles H. Judd, director of School of Education, University of Chicago; Charles R. Mann, director, American Council of Education, Washington; A. B. Meredith, State Commissioner of Education, Hartford, Connecticut; John K. Norton, research director, National Education Association, Washington; Joseph Roemer, University of Florida; William F. Russell, dean, Teachers College, Columbia University of New York.

\* \* \*

The new California **continuation-education act** is described and discussed at length by state superintendent Vierling Kersey in a three-page bulletin (No. 6-S) recently issued from his office.

The second conference of the state committee on continuation-education will be held in Fresno on Saturday, January 11, 1930, and all interested are invited to attend.

\* \* \*

The **Fourth Yearbook of the Department of Classroom Teachers**, "Creative Teaching and Professional Progress," has been sent to the presidents of local organizations and to editors of local publications. The major portion of the yearbook is given over to creative work in the teaching of art, music, English and literature, history and geography, reading, and citizenship, and contains material that should be helpful to every teacher in the classroom.

Other chapters deal with teacher load, special activities of teachers' organizations, state organizations of teachers, and the annual reports of the department officers. Individual copies may be secured by writing to N. E. A. Headquarters, 1201 16th Street, Washington, D. C.; price, \$1.00.

### Winter Session for Teachers

**A** NEW type of service has been suggested to a California teachers college. Requests have been made that the college offer a short course during the winter similar in nature to the usual summer session. These requests have come from counties that have schools which continue in session during the summer and have a **long vacation** during the winter months.

Plans have been completed at San Francisco State Teachers College for offering a winter course of six weeks (January 6 to February 14, 1930) for any teachers who wish to avail themselves of this opportunity. Six units of regular college credit will be granted to all who complete the work.

The courses will be largely professional, stressing **progressive education**. **Music, art, and nature-study** will be included. There will be much opportunity for systematic and directed observation of the very best teaching in San Francisco and Oakland city schools.

Aside from the courses offered at the College, arrangements are being made for winter-session students to attend concerts, plays, lectures, and the like which are at their best during the winter months. There will also be excursions to various points of interest in the bay region.

The fee for the winter session has not yet been definitely determined, but will probably be \$8 or less. Arrangements for room and board may be made through the College. Further information may be had by writing **Cecilia Anderson**, director of rural education, State Teachers College, San Francisco.

\* \* \*

The **National Student Forum** of the Paris Pact is a project to stimulate in the high schools of America a study of that famous document. The committee comprises: Philander P. Claxton, chairman; Sidney L. Gulick, vice-chairman; Arthur Charles Watkins, director.

High school principals and teachers desiring further information should write to Mr. Watkins, whose address is 532 Seventeenth Street, N. W., Washington, D. C.

\* \* \*

**Mrs. Vivian L. Long** of Plumas County, chairman of the committee on rural salaries, is preparing, with her committee and in co-operation with Mr. Morgan of the state office, a report on conditions in the C. T. A. Northern Section. Most of the county superintendents are members of the committee. The Section hopes to improve the situation which was described in Mr. Colton's report of last March.—R. W. Everett, Sacramento.

\* \* \*

**Dean W. W. Kemp** of the University of California School of Education, has been appointed to the national committee on teacher tenure of the National Education Association, by Miss Pyrtle, president.

\* \* \*

**Superintendent J. M. Gwinn** of San Francisco recently gave a most instructive summary of the Superintendents' Convention at Pasadena, before Lambda Chapter of Phi Delta Kappa at the University of California.

## Beauty in the School

RUTH L. HUNT, *San Francisco*

**N**OVEL is the method of raising a child's I. Q. ten points through beautification of his environment, applied in a practical way by Mrs. Emma Dacre, principal of the Paul Revere School, San Francisco.

Mrs. Dacre, taking the mighty Terman as her authority, proceeded to bring to life ideas which she had entertained for many years relative to art and its pictorial expression.

The results are delightful. Approximately, the first thing that greets one upon entrance into the well-lighted hall of the school is a fair sized bas-relief of Paul Revere on his rearing steed. A little further down the hall one notes a large, vividly-colored Cizek picture, the work of a 15-year-old student in Cizek's famous Vienna school.

Mrs. Dacre's office is a study in harmony from its richly-hued rug to its brown and buff walls which are dominated by a large picture of an old English farmhouse, with its typical overhanging trees, fat fowls, gay hollyhocks and two sweet-faced children. The wash-bowl in the tiled corner of the office is concealed by a pretty screen. On the desk is an Italian vase filled with wild iris.

"This is an Italian community," explained Mrs. Dacre, "and these children are naturally gifted in art and music; hence the importance of surrounding them with the things they love."

A tour of the school rooms confirms Mrs. Dacre's proud assertion that "no two are alike." Each has its own color scheme, its lovely pictures by great masters, artistically grouped against the background of soft brown cork, its colorful German crackleware or Grafto pottery, in short its own distinctive atmosphere. A bowl of fishes or a twittering canary is the material realization of Mrs. Dacre's desire to have "something alive in every room."

Especial interest attaches to Mrs. Dacre's unique art project, since it went on exhibition this fall for the elementary school principals and teachers of the city. Under the supervision of Mrs. Lydia Fuller-Largent, chief assistant supervisor of art, Paul Revere School assumed the appearance of a veritable art gallery. The display was segregated into three units: classified collections; class-room decorations; and a miscellaneous display in the hall, kindergarten, and activity room.

It is hoped by the Board of Education that other schools will emulate the idea

that has come to such fine fruition under the guidance of Mrs. Dacre. The beauty and scope of the collection, the wisdom exercised in its choice and the practical system by which it is classified and catalogued, have been the subject of enthusiastic comment by the crowds of visitors. And it is said that a number of them have resolved to "go and do likewise."

\* \* \*

The following larger schools of Tehama County have enrolled 100% in C. T. A. before December 5.

Corning Elementary, **J. M. Stark**, Principal.

Corning Union High, **A. L. Shull**, Principal.

Los Molinos Elementary, **Paul D. Henderson**, Principal.

Los Molinos High, **E. O. Talbott**, Principal.

Manton Elementary, **D. M. Hand**, Principal.

\* \* \*

**Gustine Union High School** observed Educational Week this year as usual by having programs throughout the week. On Monday one of the high school students, Esther Pometta, spoke before the American Legion at Newman, California. On Tuesday C. R. Perrier, city attorney, talked to the faculty on Law Enforcement. On Wednesday Vaughan MacCaughy came down and spent the day with us. He visited the schools at Newman and at Gustine; spoke before the combined Exchange Clubs of Newman and Gustine at a noon day luncheon; addressed the high school students in the afternoon, and visited the teachers in the different departments of the school. On Friday LeRoy Nichols, principal of Turlock High School, addressed the faculty and the students, on the work that the high schools are doing.



A beautiful and striking mural decoration—one of a series illustrating the Arabian Nights Entertainment—produced in the art department of a California public school.



## When Making Your Book Orders

**Y**OU may not have the publishers address conveniently at hand when you want it. To conserve some of your time the Sierra Educational News has compiled a list of the names and addresses of school-book publishers who want to sell their books to the California schools.

When preparing your requisitions have this list on your desk so you will get the correct name of the publisher and his proper address. This will save

you time and also the time of those who place the orders.

The list is of advertisers in the Sierra Educational News. Further details of their publications may be obtained by consulting their advertisements in the magazine—or write to the Sierra Educational News for desired information.

**Whenever possible buy from the firms who advertise in your magazine—the Sierra Educational News.**

### Directory of School Book Publishers, 1929

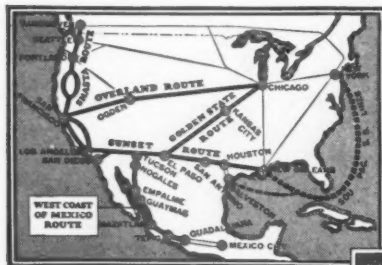
A. B. C.—American Book Co.	121 Second St., San Francisco
Appleton—D. Appleton & Co.	149 New Montgomery St., San Francisco
Barnes—A. S. Barnes & Co.	67 West 44th St., New York City
Bradley—Milton Bradley Co.	554 Mission St., San Francisco
Bridgman—Bridgman Publishers	Pelham, N. Y.
Century—Century Co.	353 Fourth Ave., New York City
Compton—F. E. Compton & Co.	280 Battery St., San Francisco
Cram—Geo. F. Cram Co.	4000 E. Slauson Ave., Maywood, Calif.
Denoyer-Geppert—Denoyer-Geppert Co.	Drawer B, So. Berkeley
Denoyer-Geppert—Denoyer-Geppert Co.	Box 635 Arcade Station, Los Angeles
Dodd—Dodd, Mead & Co.	449 Fourth Ave., New York City
French—Samuel French	811 West 7th St., Los Angeles
Ginn—Ginn & Co.	45 Second St., San Francisco
Globe—Globe Book Company	175 Fifth Ave., New York City
Gregg—Gregg Publishing Co.	Phelan Bldg., San Francisco
H. McC. Co.—Hall & McCreary Co.	430 So. Wabash Ave., Chicago
Haylofters—Haylofters Company	Box 1441, Hartford, Conn.
Hoffman—Ruth Crocker Hoffman	460 Grand Ave., Riverside
Houghton—Houghton Mifflin Co.	612 Howard St., San Francisco
Iroquois—Iroquois Publishing Co., Inc.	Syracuse, N. Y.
Laidlaw—Laidlaw Brothers	133 First St., San Francisco
Lippincott—J. B. Lippincott Co.	2244 Calumet Ave., Chicago
Little—Little, Brown & Co.	149 New Montgomery St., San Francisco
Looseleaf—Looseleaf Education, Inc.	40 S. 3rd St., Columbus, Ohio
Lyons—Lyons & Carnahan	221 E. 20th St., Chicago
Macmillan—Macmillan Co.	350 Mission St., San Francisco
Merriam—G. & C. Merriam Co.	Springfield, Massachusetts
Merrill—Chas. E. Merrill Co.	1308 Burbank Ave., Alameda
Nystrom—A. J. Nystrom & Co.	45 Second St., San Francisco
Owen—F. A. Owen Publishing Co.	554 Mission St., San Francisco
Putnam—G. P. Putnam's Sons	2 West 45th St., New York City
Rand—Rand McNally & Co.	559 Mission St., San Francisco
Ronald—Ronald Press Co.	15 East 26th St., New York City
Row, Peterson—Row, Peterson & Co.	149 New Montgomery St., San Francisco
Sanborn—Benj. H. Sanborn & Co.	2515 Sixth Ave., Los Angeles
School Arts—School Arts Magazine	424 Portland St., Worcester, Mass.
Scott—Scott, Foresman & Co.	149 New Montgomery St., San Francisco
Stanford—Stanford University Press	Stanford University
Teachers—Teachers Co-operative Center	432 Sutter St., San Francisco
Technical—Technical Book Co.	525 Market St., San Francisco
Wagner—Harr Wagner Publishing Co.	609 Mission St., San Francisco
Weber—C. F. Weber & Co.	650 Second St., San Francisco
Wiley—John Wiley & Sons, Inc.	525 Market St., San Francisco
Winston—John C. Winston Co.	149 New Montgomery St., San Francisco
World—World Book Co.	149 New Montgomery St., San Francisco
Zaner—Zaner-Bloser Co.	510 W. 12th St., Los Angeles



## West Coast of Mexico — new • fast • train service

*A new, fast train carrying standard Pullmans and dining car leaves Nogales every day except Saturday. 48 hours, Nogales to Guadalajara. Thence overnight to Mexico City.*

*Through Pullmans from Los Angeles via Tucson and Nogales. Or, if California is not to be your starting point, those from the east on SUNSET or GOLDEN STATE ROUTE can board the through Pullmans at Tucson, Arizona.*



PERHAPS you know the world is small—that in January there's more than one languorous breeze astir with whispers of forgetfulness. Maybe before this you have looked across a cafe table the Old World has fragranced.

But surely you have stifled a yawn at tales of old familiar, tourist-worn paths to winter's summer sun.

Southern Pacific's invitation to a new January June-land is written in new train service now in effect down the West Coast.

It surrounds you with a comfortable bit of the America you know—mod-

ern Pullmans, a dining car styled by Southern Pacific—and swiftly speeds you through the newest Old World. Mexico!—the little known, the little understood. A land of mysterious origin and vast antiquity. Still medieval, yet in many ways as new as tomorrow.

Come while it is unspoiled. Come before the sightseeing bus crowds out the ancient carriage—(even now the tractor crawls past the oxen and wooden plough). Dine under palms to the music of Old Spain; look out on a sun-filled sea that tumbles white to a lazy shore—before the sign goes up, tourist conscious "Por Americano."

## Southern Pacific Railroad Company of Mexico



Write to E. W. CLAPP, 65 Market Street, San Francisco, for illustrated book, "West Coast of Mexico."

*Published January 2nd-1930!*

*The Second  
Book in the  
Rugg Series*

## Changing Civilizations in the Modern World

*by*

HAROLD RUGG

This second volume introduces the pupil to economic and social life in other lands. It considers especially the great industrial nations, the changing agricultural countries, and the interrelation of the two.

The first book in this new series, **An Introduction to American Civilization**, published in August, has already been ordered by hundreds of schools including:

SAN FRANCISCO  
PASADENA  
SACRAMENTO  
MODESTO  
FRESNO

SAN JOSE  
EUREKA  
FILLMORE  
VENTURA  
SAN DIEGO COUNTY

The Los Angeles County Course of Study, issued July, 1929, says (page 154):

"You will find Rugg's **An Introduction to American Civilization** a great stimulus and aid in interpreting American problems."

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## National Junior College Convention

### California's Contribution

WALTER CROSBY EELLS  
*Stanford University*

CALIFORNIA had a leading part in the tenth annual meeting of the American Association of Junior Colleges which was held at Atlantic City, November 18-19, 1929, with delegates from 27 states in attendance. A dozen delegates were present from California junior colleges, several present and former Californians had prominent places on the program, a leading California junior college executive was elected president for the ensuing year, and California secured the next annual convention of the Association.

The two leading addresses of the convention were given at the evening session, one of "Some opportunities for the junior college" by Hon. William J. Cooper, United States Commissioner of Education, formerly state superintendent of California; the other by Dr. Henry Suzzalo, of the Carnegie Foundation for the Advancement of Teaching, early graduate of Stanford University, and formerly a member of its faculty in education.

Dr. Nicholas Ricciardi, chief of the division of secondary schools of the state department, reported on a "Model junior college survey", describing the Siskiyou County survey recently completed by himself and Dr. I. W. Kibby of the State Department, and Dr. W. M. Proctor and Dr. W. C. Eells, of Stanford University.

"Junior college research" was discussed by Dr. L. W. Smith, superintendent of schools of Berkeley. Principal J. W. Harbeson, of the Pasadena Junior College, spoke on "Prevention of overlapping in high school and junior college."

Dr. G. N. Kefauver, of Teachers College, New York, who received his master's degree in 1915 from Stanford School of Education, presented "Student activities in the junior college". Dr. W. C. Eells, of the School of Education of Stanford University, discussed "California junior colleges as seen through the eyes of their students".

The newly elected president of the national association is **Jeremiah B. Lillard**, president of Sacramento Junior College,—the largest junior college in the state and probably the second largest in the United States. Mr. Lillard's election to the presidency comes as a well deserved tribute to his work of constructive leadership in the junior college field, following a long and

varied educational career of over 30 years, largely in California. Graduate of Stanford University in 1899; elementary school principal, Santa Barbara, 1899-1901; assistant at Stanford University, 1901-02; head of physiology department, St. Louis high schools, 1902-1907; successively instructor, department head, principal, and city supervisor in Los Angeles high schools, 1907-17; state supervisor of agricultural education, 1917-23; Master's degree from University of Southern California in 1911, and lecturer there on education 1912-17, and on agricultural education in summer sessions from 1918-1924;—such is a brief summary of his varied educational activities before he was called to make his greatest contribution to education in California in the organization and development of the Sacramento Junior College.



Jeremiah B. Lillard, President American Association of Junior Colleges

During the summer of 1929 he was a visiting professor at University of Michigan, where he gave a course in Junior College administration. While there he was elected to membership in Phi Delta Kappa.

Under his constructive leadership Sacramento, next to the oldest of the public district junior colleges in California, has grown from an enrollment of 45 in 1916 to one of 2211 as reported

(Continued on page 80)



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### Los Angeles Junior High School Music Teachers Association

THE following officers recently were elected for 1930:

**Alice Sturdy**, president; **Mrs. Imogene M. Clark**, vice-president; **Harry Grapeugeter**, treasurer; **Betty Donnelly**, secretary.

The school band from John Burroughs, under the direction of Rosa Biehl Perry, gave an interesting demonstration. The Girls Glee Club, directed by Marie M. Earhart, sang two delightful numbers.

At the dinner which followed we had as our guests, Frank Bouelle, superintendent of Los Angeles City Schools, and Miss Schillingsburg. The latter gave a brief account of the international conference in Switzerland, which she attended last summer.

Mr. Bouelle gave us an interesting talk and showed his great interest in music in an informal discussion that followed.

The following appointments were later made: Chairman of research, Pauline M. Dalvey, chairman of membership, Martha Ripple; chairman of program, Gladys Grant Scott; chairman of publicity, Mildred H. Goodrich.

The association has four regular meetings a year, one every ten weeks. Many valuable contacts are made, problems of junior high school music are discussed, helpful ideas are exchanged, and a spirit of unity is fostered. The business meeting is called to order at 4:30 followed by a program. Then a dinner is served at the school, to which we always have prominent guests.—Mildred H. Goodrich, Los Angeles.

\* \* \*

**L. P. Farris**, principal of the Oakland High School, has made the following report concerning the memberships in professional organizations of the faculty of that school, as follows:

Certificated staff, Oakland High School.....	90
N. E. A. members.....	90
C. T. A. members.....	90
O. T. A. members.....	90
P. T. A. members.....	86
Alameda County Association members.....	87
Oakland High School Teachers Association.....	86
California Society of Secondary Education.....	72
East Bay School Men's Association.....	3
Local Faculty Fund members.....	89

\* \* \*

**Josephine Seavey**, principal of the Golden Gate School, San Francisco, reports a most interesting program given at that school on "Know Your School Day". Among the features were band music by Grade 3B, music by the junior traffic officers, "Our Health Program" by a member of Grade 5B, "Remedial Arithmetic" by a member of Grade 5A.

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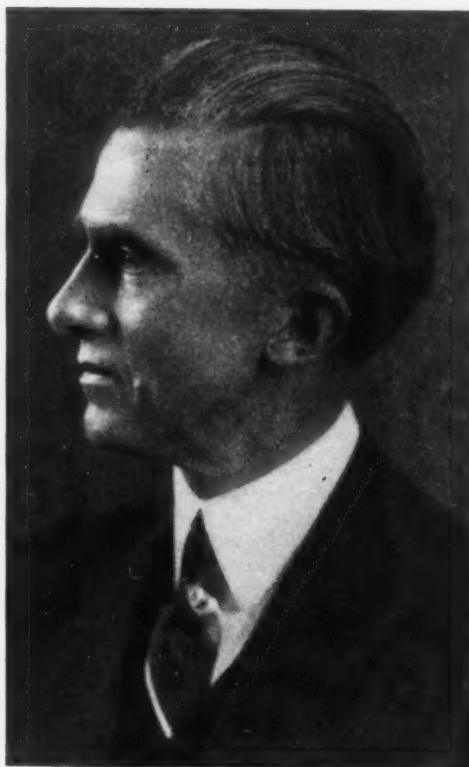
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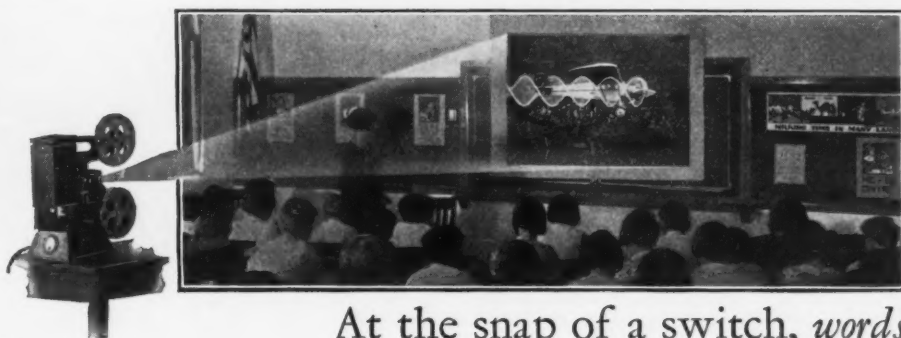
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### The American Handwriting Scale

**D**R. PAUL V. WEST, specialist in educational psychology in the School of Education, New York University, has worked for many years in the field of handwriting research. He began work on a new Handwriting Scale early in 1928 with the assistance of a corps of clerical workers and with the active co-operation of teachers and supervisors whom he was able to reach through the wide contacts of the Palmer Method organization.

The scale consists of seven specimens for each grade from two to eight, inclusive. Values for these specimens have been assigned on the basis of several different plans so that the interpretation may be adapted to any local marking system. The scale is unique in providing samples which have been scaled in both speed and quality. The plan of scaling also allows for the assignment of intermediate values, thus providing a 15-step scale.

The 20-page manual gives in detail its characteristics, purpose, and range as well as complete instructions for its use in administering handwriting tests, scoring for rate and quality, and constructing frequency tables for pupil groups. A record blank (with tables for rate and quality scores, tabulations and computations, and a correlation chart) is provided with the scale. The A. N. Palmer Company are the publishers.

\* \* \*

**J. D. Sweeney**, superintendent of schools, Red Bluff, reports that the "49 Trail" committee has chosen as its first set of markers,—(1) the end of Lassen trail (near the old home of Peter Lassen on Deer Creek near Vina); (2) the first adobe in the county (built by W. B. H. Ide of Bear Flag fame), (3) the home of R. H. Thomas (pioneer of the county and founder of the town of Tehama), and (4) the home of Mrs. John Brown (widow of John Brown of Harper's Ferry fame); the house was built and given her when she and her family came here, soon after his execution.

\* \* \*

The World Federation of Education Associations had its recent biennial conference in Switzerland, recommended that in all schools an appropriate part of the time allotted to history teaching should be devoted to general history of the world. Statements calculated to alienate international friendship should be eliminated from history text-books and from class discussions.

\* \* \*

The American Historical Association is conducting an investigation of history and other official studies in the schools. W. G. Kimmel is executive secretary with offices at the University of Minnesota. Professor Truman L. Kelley of Stanford University is psychologist. His proposed testing program has been approved and the work is now going forward nationally.

\* \* \*

Miss Miriam Eisner of San Francisco, regional director of the N. E. A. Department of Classroom Teachers, has accepted the invitation of that department to again serve as chairman of the year-book committee. The forthcoming year-book will again emphasize creative work in teaching.

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## Frank H. Boren

FRANK H. BOREN, one of the best known school men of California, passed away at the Mills Memorial Hospital, San Mateo, Thursday, December 19, 1929, from injuries received in an automobile accident on El Camino Real two days before. Mrs. Boren was riding with her husband at the time of the accident but was uninjured.

Frank Boren was graduated from Stanford with the class of '02. Upon his graduation he went to Los Angeles where for several years he served as headmaster of a private school. His next work was in Lindsay, California, where for a number of years he was principal of the high school. About 10 years ago Mr. Boren was elected to the principalship of the University High School of Oakland where he not only conducted his work as principal but also acted as supervisor of teacher training for secondary work in the University of California. During his incumbency at Oakland he gave courses in summer school at Stanford and the University of California.

In June, 1928, Mr. Boren was asked to assume the district superintendency of the San Mateo Union High School, the Burlingame Union High School and the San Mateo Junior College. He accepted this position and gave an excellent service to the people of his district. He was untiring in his labors and was able to secure the confidence of his pupils, his teachers and his constituents.

Mr. Boren's outside activities include two years as secretary of the Bay Section of the California Teachers Association, eight years as a member of the State Council of Education, and the lieutenant-governorship of the Kiwanis Clubs for the districts of California and Nevada. He was a member of the Masonic bodies and a Phi Delta Kappan.

Besides his widow he is survived by one son, Raitt Boren, who is in business in Burlingame.

FRANK H. BOREN devoted his life to the best interests of the boys and girls. His clean living, clear thinking and just understanding has set an example for you and me to follow. His kindly interest, his friendly manner, his tolerant attitude and his splendid courage to stand for a principle marked him as a manly man.

A recognized leader in the educational conferences of this state, he will be missed not only by those of his own department and in the professional conferences of this county, but by those guiding the destiny of the California Teachers Association.

His place can not be filled, but the memory of his service should inspire others to serve. May the good work he accomplished in the short time allotted to him bear fruit, and may we set ourselves to the task of going forth and doing likewise.

Let us arise and in silence pay tribute to our absent friend, a real friend of the boys and girls of California.—Pansy Jewett Abbott, at the San Mateo County Teachers Institute.

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## Which is velvet ... which is Hyloplate?

L. E. Chenoweth, superintendent of schools, Bakersfield, reports that 69 Kern County districts are enrolled 100 per cent in C. T. A. membership, which means that 93 schools have 100 per cent membership. Mrs. A. C. Mack, principal of the Lincoln School of Bakersfield, has succeeded Mr. Chenoweth as county vice-president of the C. T. A. Central Section.

Mr. Chenoweth states that "our 684 members in Kern County will give a close study to the retirement salary question, to tenure, and to new sources of revenue by taxation."

A northern section of **Supervisors of Child Welfare and Attendance** was organized at a meeting held in Sacramento. The arrangements for the meeting were made by C. S. Harshner, supervisor of child welfare and attendance of Sacramento County. Stella M. Linscott of Napa County, president of the state council, presided.

The guest of honor, Judge Shields of the probate court of Sacramento, delivered an inspiring address on the technique for studying symptoms and solving problems. Dr. Burch, director of research and student personnel for Sacramento City schools, gave an interesting talk on "counselling and guidance."

The value of the organization and the purpose of sections in various parts of the state, corresponding to those of the C. T. A., were explained by Emma Noonan of San Francisco, secretary of the state council.

The following officers were elected:

President—**Dr. Burch** of Sacramento.

Vice President—**Mrs. Donnelly** of Plumas County.

Secretary-Treasurer—**Mr. Floyd Tarr** of Butte County.

**The Cokesbury Press**, publishers, Nashville, Tennessee, have recently issued a revised edition of "Phunology" by E. O. Harbin. This book of 460 pages is "a collection of tried and proved plans for play, fellowship, and profit, for use in the home, church and community organizations for a wholesome program of recreation." There are 1000 games and entertainment plans; price \$1.50.

**The Human Side of Science** by Grove Wilson, is a large illustrated volume of 400 pages, published by the Cosmopolitan Book Corporation, New York City. The author, a novelist of distinction, has here written a very interesting account of the great men of science—the Liberators of Mankind—from Thales and Roger Bacon to Pasteur and Einstein.

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## C. T. A. Central Section Meetings

**C**ENTRAL Section of the California Teachers Association this year held the largest and most successful convention and series of county institutes in its history. President C. L. Geer of Coalinga and the many officials and committees associated with him are to be **heartily congratulated** upon the thoroughness of their preparations and the superior quality of the programs.

The central theme of the program was written by Dr. Frank Thomas, President of the Fresno State College,—

*"A democratic school system must assure to every pupil the opportunity of educational exploration, selection, and ultimate preparation in high school or college, for some worthy vocation."*

Fresno, Kings and Madera Counties and Fresno City held institute sessions with the convention. A three-man team, Presidents Frank Thomas, Tully Knoles and Thomas MacQuarrie, developed the convention theme through all of their addresses at Bakersfield, Visalia, Merced and Fresno.

Among the notable convention speakers, in addition to the above, were Dr. Paul F. Cadman, Harr Wagner, Clarence W. Edwards, Dr. Walter Brown, Dr. D. W. Kurtz, Walter F. Dexter, Fredric P. Woellner, O. S. Hubbard, and Susan M. Dorsey. There was a brilliant array of special section meetings, banquets, and luncheons. The Parent-Teacher Associations co-operated with special programs. Mrs. J. W. Bingham, state director of parent-teacher education, was the leading speaker.

The new officers elected were,—President, **Miss May McCardle**, members of the State Council, **L. E. Chenoweth**, Kern County, **C. W. Edwards**, Fresno County, **Herbert Healy**, Kern County, **L. C. Thompson**, Madera County, **C. S. Weaver**, Merced County.

The following important amendment to the Central Section Constitution, relating to **teachers' welfare committees**, was adopted and will be put into operation:

**A. The General Teachers Welfare Committee** for the Central Section C. T. A., shall consist of five members, two of whom shall be the President and the Secretary-Treasurer (of the Central Section) and three appointed by the President. It shall be the duty of this committee to:

1. Receive reports from the local Welfare Committees of the various Institutes in the Central Section;

2. Lend money upon the recommendation of one of the local Welfare Committees, to any teacher in financial distress; provided that the

Welfare Committees shall judge whether or not a teacher is in needy circumstances; provided further, that for all money thus loaned, a note bearing interest at the rate of 4 per cent per annum be taken which note shall stipulate the time and manner of payment of the debt created by the teacher;

3. Cancel all or any part of such indebtedness when in the judgment of the general Welfare Committee it seems just and humane to do so;

4. Call for donations for welfare purposes from teachers in the Central Section when deemed advisable by the general Welfare Committee, and to receive any gifts from teachers willing to make them;

5. Receive, record and keep account of all moneys given or allotted for welfare purposes and to render to the Central Section Institutes a written account of its funds for the annual meeting. This also applies to the names of the beneficiaries, which names will not be included in the public report.

### **B. Local Welfare Committees:**

A Welfare Committee of three shall be elected by each Institute in the Central Section at the annual meeting. It shall be the duty of this committee to investigate the case of any teacher applying for aid and it shall report its findings to the general Welfare Committee with recommendations as to the granting or refusing of the request. Final decision shall rest with the general Welfare Committee.

### **C. Welfare Fund:**

The Teachers Welfare Fund for the Central Section shall be created by the following:

1. Donations requested and received as heretofore provided;

2. After 1930, fifteen cents (15c) shall be allotted from the dues of each member to the Welfare Fund;

3. Accrual of interest upon amounts deposited to the credit of the fund. This fund shall be placed on deposit with a Building and Loan Company designated by the Central Council as the depository of the moneys. Funds shall be withdrawn only as needed and by order of the general Welfare Committee. The Secretary-Treasurer shall be responsible for carrying out such orders from the committee.

Vigorous opposition to the adoption of laws that would standardize the public **school textbooks** of California, or limit the supplementary material used in the schools was expressed in the resolutions.

Another resolution urged **increased appropriations for the elementary schools** and pledged the teachers to support a program which will provide a democratic school system that will assure to every pupil the opportunity of educational exploration, selection, and ultimate preparation for some worthy vocation.

\* \* \*

**A**T the recent sixth mid-year commencement of the South San Francisco High School the speaker was **Mr. Harr Wagner**, Manager of the Harr Wagner Publishing Company. His theme was "The Enrichment of Life Through Literature." Mr. Guy J. Roney is principal of this interesting school.



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**THE** Harr Wagner Publishing Company call to your attention that they have just published the first Geography of Southern California for school purposes. Dr. H. W. Fairbanks in his "Southern California, the Land and Its People," has done a fascinating study of the home conditions of the Southern part of the State for pupils in the fourth or fifth grades. List price of this book is \$1.50.

**IN** the new Edition of *California History* by Harr Wagner and Mark Keppel we have a book revised down to May, 1929, beautifully printed and bound, with many new illustrations and much added material and data brought up to date. This book is being adopted in many places for use in the sixth grade, where the study of *California History* has been taken out of the Junior High School. List price of this new edition is \$1.50.

**JUNIOR** High School Science by Mae Johnson Corwin and Walling Corwin—the most outstanding book of the past year for an introductory or discovery course in science—has been adopted for the Seventh Grade in both Oakland and Richmond, California, and for supplementary use has been purchased in quantity by San Francisco, San Diego, Coronado, Glendale, Los Angeles; Bath, Ohio; Perth Amboy, N. J., and other places. List price of this book is \$1.60.

**FOR** Administrators desirous of an advanced method of keeping class records we offer the "Educators' Looseleaf Class Book and Official Report," designed by Oliver Hartzell, Superintendent of Schools of San Rafael, California. These class books are the result of six years of experimental work by Mr. Hartzell in endeavoring to attain a record book of simplicity and adaptability. The class book is listed at \$1.25; Looseleaf fillers, per class, 25¢; 6 classes, \$1.00.

**IN** Arithmetic, published September 1st, we submit for your approval "Practice Problems" by R. W. Camper, Rural Supervisor of Glenn County. Net \$0.80. Supplemental problems in Arithmetic for the sixth, seventh and eighth grades.

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The trustees of the **West Side Union High School** at Sunnyvale recently granted a three-month leave-of-absence to Vern Hall, principal, because of ill health. **John R. Nichols**, who is working for his doctorate at Stanford University, has been made acting principal. Mr. Nichols was principal of the junior high schools at Santa Cruz and at Pittsburg.

\* \* \*

### An Outstanding Program

At the recent **Merced County Institute**, a series of valuable and significant resolutions was unanimously adopted. The resolutions committee comprised: V. R. Belleu, Mrs. Della M. Reutter, Mrs. Beatrice D. Sheesley, Mrs. Myrtle E. Hoover.

One of the resolutions recommended "the appointment of a committee to make a study of the functioning of the **present Tenure Law** in Merced County, and report the results of the findings and that we co-operate with the California Teachers Association as a county through a committee, in their study of the **Teachers Retirement Law**, with a purpose in mind of bringing about a fairer and a more satisfactory law than the one now in operation in the State of California."

**C. S. Weaver**, Merced County Superintendent of Schools, received many congratulations upon the interesting quality and distinctive merit of his institute program.

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LOS ANGELES

**Miss Jessie M. Perkins**, a teacher in the Redondo Beach elementary schools, has gone to Smyrna, Turkey, to the publicity department of the International College. Her work reaches all Western Asia, Northeastern Africa and the Balkans.

The **Southern Pasadena Education Association** met in November at the Marengo School for the first business meeting of the year. Miss Dillsworth, the last year's president, called the meeting to order and called for reports from the various committees. Miss Oldt, chairman of a special committee of sick leave, Mr. Bush, chairman of legislative committee, and the treasurer, all presented their reports.

Highlights were the recommendation of the Pasadena plan of accumulative sick leave for consideration; and a recognition of the value of the C. T. A. in its services as representing teaching at Sacramento.

The officers of the new year were then introduced: Mr. Wood of Senior High School, president; Miss Bradley of Oneonta School, vice-president; Miss Cowgill of Junior High, secretary; and Miss Kinsey of Los Flores as treasurer.

\* \* \*

**Mrs. H. T. Hollis**, one of Tehama county veteran teachers, passed away recently in Corning, according to report from J. D. Sweeney. She was born in Missouri in 1877, was brought to California as an infant, and was a teacher in the Corning Grammar schools for more than 20 years.

\* \* \*

The **Hornace Mann School** in San Francisco is to have an addition at an estimated cost of \$185,000. The plan contemplates cafeteria, two new class-rooms on first floor, boys' gymnasium and music unit on second floor, and the usual equipment.

\* \* \*

The **Santa Clara County Teachers Association** held during October and November five sectional dinner meetings. About 80 per cent of the teachers in each section attended these meetings; new council members were elected; the report of the president, George M. Wilhelmy, on the N. E. A. Convention in Atlanta, and speakers such as Dr. T. M. MacQuarrie and Vaughan MacCaughey were heard.

Joseph E. Hancock, county superintendent of schools, gave at each meeting a brief resume of laws concerning schools passed at the last legislature.

Warren Ayer, principal of the Los Gatos Union High School, was appointed chairman of a committee to study the retirement situation for the teachers of Santa Clara County as requested by the State Council.

The executive council of the Association has approved of the suggestion of the county superintendent of schools to have the Bay Section delegates of the C. T. A. from Santa Clara County report of the work of the Bay Section to them at intervals, so that the work of that body will be better known to the teachers of the county.

"El Padre," the Association's bulletin, was again issued in December. Any local association or interested person may obtain a copy by writing to George M. Wilhelmy, at Lawrence.

\* \* \*

The **San Francisco Federation of Teachers** recently honored Dr. Jacob Nieto, who has served for 37 years as rabbi of a congregation in that city. The Federation declares that Dr. Nieto has always served the cause of public school education and has fought for the benefit of teachers.


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### New Coast Manager for Scribners

**R. P. MILLER**, who has been in the editorial department of Charles Scribner's Sons in New York City for the past eight years, was appointed manager of the Pacific Coast educational department in December, succeeding W. O. Baker. Mr. Baker will continue with the company in charge of outside activities.

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## National Junior College Convention

(Continued from page 68)

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Not only was a Californian elected president, but it was decided to hold the next meeting of the American Association of Junior Colleges in California, probably at Del Monte, November 18-19, 1930. The first nine meetings of the Association were held in the middle west. The national scope of the junior college movement is shown by taking this year's convention to Atlantic City, and by placing the next one in California where almost 50 junior colleges are to be found.

Other Californian representatives at the convention, and the institutions they represented, besides those mentioned above as taking part in the program, include A. C. Olney, Marin; C. E. Warren, Yuba; C. A. Nelson, Glendale; A. G. Paul, Riverside; W. H. Snyder, Los Angeles; C. J. Booth, Chaffey; and W. T. Boyce, Fullerton.

### The Imperial Valley

**THE** Imperial Valley is one of California's most remarkable and interesting regions. Recently the editor of the Sierra Educational News had the pleasure of visiting Imperial County to attend a meeting of the **Imperial County Schoolmasters Club**. Space in this issue does not permit an extended account, which therefore will be reserved for a later number.

Imperial County has an alert and progressive group of schoolmen, among whom may be mentioned such leaders as **Horace C. Coe**, county superintendent of schools; **Harry A. Skinner**, county supervisor of attendance; **C. B. Collins**, principal Holtville Union High School; **John L. House**, principal of the Central Union High School and Junior College at El Centro; **Percy E. Palmer**, principal of the Brawley Union High School and Junior College; **D. P. Cholsner**, principal Calexico Union High School; **C. R. Prince**, principal Calpetria Union High School; **W. A. Payne**, principal Eastside High School; **M. B. Hockenberry**, principal Imperial Valley Union High School; **Dean S. Richmond**, district superintendent Brawley; **B. M. Gruwell**, district superintendent El Centro; **Homer F. Aker**, district superintendent Holtville. In a later article will be mentioned some of the leading school-women of Imperial County.

Mr. C. B. Collins for many years has been an active and valued worker in the C. T. A. Southern Section, and as a member of the State Council of Education.

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